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ABSTRACT

This resource reference of position papers on children's issues is for organizations and advocates interested or involved in developing position papers. References to 107 position papers on children's issues that were written between 1980 and the fall of 1987 are included. The position papers are grouped into four categories: (1) children and families; (2) early childhood care and education; (3) health; and (4) kindergarten and other issues and programes in public schools. Position papers were defined as evaluative, organizationally approved documents that thoroughly examine an issue and, based upon critical analysis of the information, develop and present conclusions and recommendations for action and/or policy. Bibliographic synopses include title and date of approval, author, purpose, key components, recommendations, and the name of a contact person. (RH)

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A Landscape of Concerns:

A Resource Reference of Position Papers

Stacie G. Goffin, Ed.D.

Marguerite Myers

January, 1989

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Introduction

This resource reference is the result of a national survey initiated in the Fall of 1987 to collect, systematically organize, and identify the key elements of active (post 1980) position papers on children's issues. This project was funded through a Membership Action Group (MAG) Grant from the National Association for the Education of Young Children (NAEYC) and partial matching funds from the Association for the Education of Young Children-Missouri (AEYC-MO). Ninety-three professional national, regional, and state associations representing the health, education, and welfare of young children birth through eight years, 60 AEYC state and significant local affiliates (as determined by size), and the 50 state departments of education were contacted. An almost 50% response rate was achieved in each category. Specifically, 24 (48%) of the state departments of education, 34 (57%) of the AEYC affiliates, and 87 (93%) of the national, regional, and state professional organizations responded. These percentages, however, are not fully representative of the results because respondents often submitted position papers from other organizations. Ultimately, a total of 155 national, regional, and state organizations were represented in the survey.

As a result of this outstanding participation, 107 position papers are presented in this resource reference. As a group, they reflect a diverse, interdisciplinary overview of issues affecting the health, education, and welfare of young children.

As defined by this survey, position papers are evaluative, organizationally approved documents that thoroughly examine an issue and, based upon critical analysis of the information, develop and present conclusions and recommendations for action/policy. Submissions which did not substansively satisfy this criteria were not included. Task force and commission reports, curriculum guides, testimony, and organizational publications were among the submissions affected by this criteria.

Because of the high interest expressed by respondents, however, their names and addresses have been organized into an alphabetical listing. In addition, an alphabetical listing of each organizational respondent, whether or not they have any active position papers, and, if so, the titles of these papers, has also been completed. In addition, some position papers were excluded because of their approval prior to 1980. These and other documents which, because of their unique content appeared important to share, have been separately recorded by document and author. These three resources are available from the first-listed author.

Participating organizations all share an interest in the well-being of young children. They have expressed their supportive concern either through the development of legislative platforms, resolutions, policy statements, position papers or other proclamations. The documents described above, therefore, are important, additional resources for networking and other collaborative advocacy efforts.

Organizational Format

A primary purpose of this survey was to create a resource reference for organizations and advocates interested or involved in developing position papers. The quantity of existing position papers provides a wealth of information which can enhance and inform the development of new papers. They also form a pool of existing papers which can be strengthened by the endorsements of other groups or be modified to reflect community/organizational values and concerns.

To help make this information available to others, each position paper was read and organized in terms of six criteria: title and date of approval, author, purpose, key components, recommendations, and a contact person. The result is a systematic and consistent format for reviewing individual position papers and determining its relevancy to one's needs. These synopses, however, in no way substitute for a reading of the original position paper. Readers are encouraged to request complete copies from the contact person listed at the end of each paper's review. We caution readers, however, that these names and addresses are susceptible to change. Furthermore, there will sometimes be a cost associated with receiving copies.

As true of any secondary resource, we have had the responsibility of trying to interpret the purpose, key components, and recommendations of each position paper. As often as possible, the original wording is utilized in describing the key components and recommendations. When this was awkward or not feasible, we have tried to accurately reflect the intent of the original authors. This was especially challenging when recommendations were embedded in the body of the position paper.

The position papers* have been grouped into four categories: 1) children and families, 2) early childhood care and education, 3) health, and 4) kindergarten and other issues and programs in public schools. The membership category of position papers was determined by the purposes stated in each paper. There is, however, considerable overlap between and among papers in the different categories because of the shared knowledge base on these issues.

After traveling through this landscape of concern, we were personally overwhelmed with the available knowledge and expertise which has been conceptualized and organized to help inform and resolve issues of concern to children and families. A major next step must be consideration of how to make this knowledge available to policymakers and other decisionmakers. We hope we have contributed to this process by organizing this survey information into a useful reference.

Stacie G. Goffin, Ed.D.
Assistant professor, early childhood education
University of Missouri-Kansas City**

Marguerite Myers
early childhood consultant
Fairway, Kansas

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* NOTE: Inclusion in this resource reference does not represent an endorsement by the authors of this document, NAEYC, or AEYC-MO as to the accuracy of content, completeness of form, or legitimacy of conclusions presented by the position papers.

** Stacie Goffin served as project director of this grant. For questions or further information, she may be contacted at the University of Missouri-Kansas City, Room 309, School of Education, 5100 Rockhill Rd., Kansas City, MO 64110

Title: On Families and the Re-Valuing of Childhood
(April, 1983)

Author: Warren Umansky for the Association for Childhood Education International

Purpose:

- to advocate the child's place in society

Key Components:

- discussion of the stresses that rapid technological, economic, and social change has placed on families and institutions
- analysis of the impact of urbanization and rapid social change on family life and childhood
- statement stressing the importance of cementing home/school/community relationships in order to meet the needs of children uniformly and consistently
- outline of seven fundamental principles that should guide society, parents, and professional educators as they set the course toward a re-valuation of the child and family
- summary of recommendations
- resources

Recommendations:

- establish a firm bond between the school and home
- commit community support to the child and family
- develop school curricula that
  - strengthens children's sense of heritage
  - prepares them for adulthood by teaching them skills with which to cope with the stress of changing times

Contact:

Lucy Prete Martin, Editor and Director of Publications
Association for Childhood Education International
11141 Georgia Avenue, Suite 200
Wheaton, Maryland 20902
(301) 942-2443 or (800) 423-3563

Title: Investing in Poor Families and their Children (1985)

Author: National Council of State Human Service Administrators, a component of the American Public Welfare Association

Purpose:

- to inaugurate an eighteen month project to redirect public policies and programs in order to better support poor children and their families

Key Components:

- rationale for providing additional, stronger support programs for poor children and their families
- rebuttal against three, traditional arguments used to counter public efforts to help the nation's poor: the "truly needy" have not been hurt by budget cuts; programs for poor families and children have not worked; programs for poor families and children are essential sacrifices to economic necessity
- short and long-term recommendations for change

Recommendations:

- re-examine existing human service programs in order to find alternatives to dependency
- use resources committed to social welfare more effectively
- place more emphasis on problem prevention and early intervention
- strengthen intergovernmental and public private partnership committed to helping children and families
- increase access to job training and placement programs for welfare recipients

Contact:

National Council of State Human Service Administration
1125 15th St., N.W.
Suite 300
Washington, D.C. 20005
(202) 293-7550

Focus; FAMILY ISSUES

Title: Family Policy (1981)

Author: National Association of Social Workers, Inc.

Purposes:

- to support the advancement of social work practice
- to advocate for social policies and programs based on a concern for the total well-being of children and their families

Key Components:

- review of three areas of concern: the changing structure and needs of families, the lack of clear boundaries between state and parental responsibilities, and the lack of a comprehensive human service system
- summary of 7 basic principles that should guide all policies pertaining to children and families
- statement of policy
- outline of 9 policy objectives
- analysis of the process of policy implementation, including long range planning and evaluation

Recommendations:

- develop social policies and programs based on a concern for the total well-being of children and their families
- establish a coherent, integrated system of services, benefits, and opportunities for families and children throughout the United States, with special attention to those outside the mainstream
- establish the social work profession as the most appropriate profession to determine family policy and deliver services
- include input and evaluation from consumers and contributions from other professions when planning policy
- insure the delivery of social services by professionals specifically trained to protect the family as a functional unit
- encourage research on family functioning and strategies for support
- advocate for implementation of diverse child care programs that meet minimum standards and are accessible and affordable for all parents

Contact:

Joan Levy Zlotnik, staff director
Commission on Family and Primary Associations
National Association of Social Workers, Inc.
7981 Eastern Ave.
Silver Springs, Maryland 20910
(301) 565-0333

Title: Position Paper on Supporting Parents (1986)

Author: Kevin J. Swick, JoAnn Nalley, Susan Hendpey for
The Southern Association on Children Under Six

Purposes:

- to sensitize people to the need for human and community support systems that enable families to function productively
- to recommend ways by which communities and individuals can support family life

Key Components:

- description of the socio-economic changes that have influenced the parenting process in a negative way
- summary of the characteristics of quality family life
- recommendations for community supports and services
- recommendations for individual advocacy on behalf of families
- references

Recommendations:

- sensitize the public to the crucial importance of the parenting role and to the need for community family support
- include education for parenthood in school-community curriculum
- initiate and support legislation that fosters productive schools and quality day care
- sponsor programs that seek decent housing, quality medical care, and other life enhancing services
- create job training and career opportunities for parents
- stimulate city governments to provide safe and secure neighborhoods

Contact:

Southern Association on Children Under Six
Box 5403
Brady Station
Little Rock, Arkansas 72215
(501) 663-0353

Focus: TELEVISION

Title: Children, Adolescents, and Television
(September, 1984)

Author: American Academy of Pediatrics

Purposes:
- to educate pediatricians and the public concerning the negative consequences of television viewing
- to advocate for improved programming for children and youth

Key Components:
- data on the number of hours children watch television
- statement describing television as a powerful factor influencing children's development
- summary of seven ways in which television viewing adversely affects the learning and behavior of children
- recommendations
- references

Recommendations:
- educate pediatricians and medical students concerning the consequences of television viewing
- develop effective materials and methods of counseling for altering viewing habits
- encourage legislation to increase quality programming and reduce advertising directed at children
- establish liaisons with networks and professional organizations to serve as a resource and to promote quality programming at the national and local level
- monitor and review new technologies that enable families to control their children's television viewing

Contact:

Virginia Speer, librarian
American Academy of Pediatrics
141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, Illinois 60009-0927
(312) 228-5005

Title: *Infants with Employed Parents: Recommendations for Support* (September, 1985)

Authors: Sally Hruska, Robert B. Boger, Judy Reynolds and Barry Wright for the Michigan Association for Infant Mental Health

Purposes:

- to provide the development of better support systems for working parents with infants
- to recommend local and state actions to enhance the quality of life for infants with employed parents

Key Components:

- discussion of the importance of parental leave based on family needs rather than maternal physiology
- a descriptive overview of existing options
- identification and review of issues surrounding infant child care in Michigan
- arguments for the importance of a coordinated community response to the needs of working parents
- legislative and policy recommendations
- references

Recommendations:

- establish state-mandated paid parental leave for four months after the birth or adoption of an infant
- amend the Michigan child care rules to: reduce the adult-child ratio to 1:3; establish a maximum group size of 6 infants; require training in child care and development for all infant caregivers; and establish family child care ratios of 1:6 including 1 infant, 1:5 including 2 infants, and 1:3 if all infants
- increase both the number of child care provider training contracts and the dollar amount for each agency to reach all areas of the state, and include training opportunities specifically designed for infant caregivers
- require that a portion of county "MOST" allocations (training program for parents needing public assistance) be spent on child care and other support services, particularly specialized child care programs for parents of infants who are required to participate. All care, including on-site, should meet licensing rules. Stress management and parenting education should be acceptable as alternatives to other skill training programs
- differentiate home day care rates of payment for infants and older children provided by the Michigan Department of Social Services so that a provider's income is not diminished due to a smaller child-adult ratio
- reestablish the state 4-C office and expand funding to increase the number of local 4-C agencies

* establish a Michigan child care tax credit to include a higher percentage for families with infants to reflect the higher cost of infant care
* establish broad-based community groups to create pilot community plans for the development and coordination of services and supports needed by employed parents of infants

Contact:

Hiram Fitzgerald,
Michigan Association for Infant Mental Health
c/o Department of Psychology
129 Psychology Research Building
Michigan State University
East Lansing, Michigan 48824-1117
(517) 355-4599

Focus: MASS MEDIA

Title: Position Statement on Mass Media (1986)

Author: Virginia Association for Early Childhood Education

Purposes:
- to alert parents and educators to the negative influence of unsupervised TV watching among preschool children
- to encourage parents and educators to advocate for quality media programs

Key Components:
- description of concerns about influence of the media on preschool children
- guidelines for TV viewing to be used by parents and educators

Recommendation:
- advocate for appropriate entertainment and educational media programs via written contact with local and national networks

Contact:
DeAnna Doty Flanary
Vice-president of Commissions
Virginia Association for Early Childhood Education
College of Education and Human Development
Radford, University
Radford, Virginia 24142
(703) 731-5476

Title: WORK AND FAMILY: Essentials of a Decent Life. Who is Really "Pro-Family"? (1985)

Author: American Federation of Labor - Congress of Industrial Organizations (AFL-CIO)

Purpose:

- to promote and defend public and private family oriented programs

Key Components:

- statement on the labor movement's long struggle to advance the health and welfare of working people and their families
- outline of socio-economic changes that threaten the standard of living of working families
- recommendations for union action

Recommendations:

- use collective bargaining to win benefits such as equal employment opportunity, pay equity, parental leave, child care, flexible work hours, and elimination of sex discrimination
- support federal programs that strengthen families including:
  - improved unemployment benefits
  - quality health care
  - enforcement of pay equity and equal opportunity laws
  - increase in minimum wage
  - shorter work hours to benefit family life
- lobby Congress to:
  - enact a national child care program
  - retain the child care tax credit
  - legislate parental leave
  - restore funds for AFDC and Title XX

Contact:

American Federation of Labor -
Congress of Industrial Relations
815 16th Street, N.W.
Washington, D.C. 20006
(202) 637-5000

Focus: ECONOMIC AND SOCIAL
JUSTICE FOR CHILDREN

Title: General Synod 16.A Pronouncement Fulfilling God's Covenant with All Children (1987)

Author: United Church of Christ, General Synod

Purpose:

- to intensify the United Church of Christ's long standing commitment to economic and social justice through support of specific policies which help, empower, and sustain all children, particularly those children most in need

Key Components:

- background of the United Church of Christ's support for public policies which generate and distribute resources in ways that provide all people with the potential to live full lives
- biblical, theological, and ethical rationale for the General Synod's position
- statement of Christian conviction
- a proposal for action empowering and sustaining children, including 16 public policy directives framed within the context of children's rights

Recommendations:

Directed to the churches:

- affirm that parents have the primary responsibility for providing for the well-being of their children by providing congregational support, parent education, and counseling
- give children ample opportunity to share in the central worship and mission life of the congregation: "children are not merely to be served by the congregation, they are fully a part of the congregation"
- provide for the Christian education of children at each stage of their development, including training of teachers and provision of proper materials and experiences
- respond to the concerns of children, with special attention to those in greatest need, as an important option for local service. "In addition to direct services, church leaders should consider the prophetic role of advocacy for children in their communities, their schools, and their health and legal systems."
- attend to the needs of children facing terminal illness and to families suffering from the death of a child
- support the work of associations, conferences, and instrumental ties serving children in wider contexts, including advocacy at local, state, and national levels

Directed to the Conferences and National Bodies:

Directed to the Conferences and National Bodies:

- * serve as advocates for children within the states and work in collaboration with national bodies to develop effective programs and national advocacy
- * provide child care for all conferences and meetings, when needed
- * recognize and provide for the needs of staff who are parents
- * work within the following policy directives:
  - . protect children's rights to be part of families that have access to employment and adequate housing
  - . support and strengthen aid to families with dependent children
  - . support protected parental leave from work as recognition of children's right to live in societies which recognize their dignity and worth
  - . provide support for international agencies providing hunger relief, immunization programs, etc.
  - . advocate the federal government's responsibility to redress educational inequities among the states and provide support for compensatory education, e.g. Head Start, and for programs for children with handicapping conditions
  - . advocate the federal government's responsibility to stimulate and support quality child care programs, including appropriate staff training, adequate staff pay and benefits, and state regulations
  - . advocate federal responsibility for adequate nutrition and health care for all children
  - . promote and protect children's rights to recreation and play, spiritual development, and their cultural heritage

Contact:

Patrick W. Grace Conover, Policy Advocate
Office for Church in Society
United Church of Christ
110 Maryland Avenue, N.E.
Washington, D.C. 20002
(202) 543-1517

Focus: SUPPORT FOR MOTHERS
WORKING OUTSIDE THE HOME

Title: The Mother Working Outside the Home (June, 1984)

Author: American Academy of Pediatrics

Purpose:

- to encourage pediatricians to advise and support working mothers in dealing with the demands of their multiple roles

Key Components:

- data on the increasing numbers of working mothers
- discussion of six questions often asked pediatricians by new mothers re-entering the work force and seeking substitute child care
- presentation of recommended practice for pediatricians wishing to contribute to the welfare of working mothers and their families
- suggested reading

Recommendations: AAP encourages pediatricians to:

- prepare themselves to advise parents concerning issues of substitute child care
- prepare themselves to assist parents in locating high quality child care
- encourage the active participation of fathers in child care and household tasks
- support subsidized parental leave after the birth of a child

Contact:

Virginia Speer, librarian
American Academy of Pediatrics
141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, Illinois 60009-0927
(312) 228-5005

Title: Statement on Protecting Children Undergoing Abuse Investigations and Testimony (1986)

Author: American Academy of Child and Adolescent Psychiatry

Purpose:

- to advocate for modification of courtroom practices whenever children testify in child sexual abuse cases

Key Components:

- presentation of the special needs of children who have been sexually abused and their limited capacity to participate in the adult legal system
- 9 recommendations for modifying present legal proceedings

Recommendations:

- modify current legal proceedings to protect the child in sexual abuse cases
- provide child psychiatrists and other qualified professionals to determine the best interests of the child, and to provide support and interpretation during investigations and testimony

Contact:

American Academy of Child and Adolescent Psychiatry
3615 Wisconsin Ave., N.W.
Washington, D.C. 20016
(202) 966-7300

Focus: FAMILY SUPPORT
(INCLUDING CHILD CARE)

Title: Supportive Policies for Families with Children (1987)

Author: The United Methodist Church, The General Board of Church and Society

Purpose:

- to petition the 1988 General Conference of the United Methodist Church to shape church policy regarding the need for supportive services for families with children

Key Components:

- statement reiterating the Church's position on the right of the child
- analysis of the problems affecting families and children
- outline of policy recommendations for the years 1989-92

Recommendations:

- continue church support of public policies providing basic support services to all in need, regardless of family structure
- increase and formalize church commitment to ministry with families in stress
- establish and support a child advocacy committee at every annual conference
- adopt the 1985 child care policy statement of the National Council of Churches calling for licensed, quality church programs
- establish a task force to set the national agenda of the church related to children
- encourage church membership to renew personal commitment to serve and advocate for children

Contact:

Dr. Beverly R. Jackson
Director, Department of Human Welfare
General Board of Church and Society of
The United Methodist Church
100 Maryland Avenue, N.E.
Washington, D.C. 20002-5664
(202) 488-5600

Focus: DEPENDENT CARE

Title: Dependent Care (1984)

Author: The United Methodist Church, The General Board of Church and Society

Purposes:
- to shape public and church policy concerning the need for dependent care as a support system for families
- to stimulate discussion and further study of dependent care issues

Key Components:
- statement of need for a safe environment for children and for long term dependent care
- statement reaffirming the Christian mandate to nurture and support people in need
- outline of policies for providing high quality support systems

Recommendations:
- support public policies that provide financial aid and information on the availability of dependent care services
- establish church policies that minister to the spiritual and psychological needs of those who care for dependent family members
- advocate for community services that support those caring for dependent family members

Contact:
Dr. Beverly R. Jackson
Director, Department of Human Welfare
General Board of Church and Society of
The United Methodist Church
100 Maryland Avenue, N.E.
Washington, D.C. 20002-5664
(202) 488-5600

Focus: PARENTAL DISCIPLINE

Title: The Pediatrician's Role in Discipline
(September, 1983)

Author: American Academy of Pediatrics

Purposes:

* to describe appropriate discipline
* to encourage pediatricians to advise and support parents in their efforts to discipline their children appropriately

Key Components:

* statement concerning the growth of single-parent families, the loss of extended family support, and the expanded roles of the pediatrician as counsel in matters of discipline
* identification of stages in behavior leading to the development of self-responsibility
* outline of four principles of child guidance
* summary of five guidance techniques that can prevent adult/child conflicts and the need for punishment
* discussion of appropriate punishment based on modeling of desirable adult behavior

Recommendations: Pediatricians are urged to:

* become knowledgeable about positive discipline techniques
* assist and support parents in their efforts to guide their children without resorting to inappropriate punishment

Contact:

Virginia Speer, librarian
American Academy of Pediatrics
141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, Illinois 60009-0927
(312) 228-5005

Title:		Licensing Exemptions and Exclusions for Child Development Programs (April, 1984)
Author:		Minnesota Association for the Education of Young Children
Purpose:	*	to inform legislative review of Minnesota's child care licensing rules
Key Components:	*	statement identifying the problem created by licensing exclusions in Minnesota's childcare rules
	*	brief description of the historical context of child care licensing exemptions in Minnesota
	*	recommendations
	*	list of contact people and organizations
Recommendations:	*	license all child development centers in Minnesota under same set of regulations
	*	repeal all licensing exclusions
Contact:		Cindy Belz, Executive Secretary Minnesota Association for the Education of Young Children 1821 University Avenue, Room 296 S St. Paul, Minnesota 55104 (612) 646-8689

Title: Learning Disabilities and the Preschool Child
(February, 1985)

Authors: National Joint Committee on Learning Disabilities: Association for Children and Adults with Learning Disabilities, American Speech-Language-Hearing Association, Council for Learning Disabilities, Division for Children with Communication Disorders, Council for Exceptional Children, Division of Learning Disabilities - Council for Exceptional Children, International Reading Association, National Association of School Psychologists, The Orton Dyslexia Society

Purposes:

- to describe the process of identifying and serving preschool children with learning disabilities and to analyze the issues involved in this process
- to offer recommendations for implementing identification and intervention programs
- to call for further research on the issues

Key Components:

- statement describing the preschool years as a critical period for the prevention and treatment of developmental disorders
- description of the developmental disorders associated with learning disabilities
- analysis of the issues involved with early identification procedures, comprehensive assessment, delivery of services, family involvement, and personnel preparation
- recommendations
- references

Recommendations:

- implement systematic identification programs for all preschool children
- base child assessment on an interdisciplinary approach that provides an integrative statement of the child's status and needs
- provide intervention programs for all preschoolers with identified developmental deficits
- staff programs with qualified personnel
- involve families in all phases of identification and treatment
- inform the public concerning child development and its disorders
- deliver quality services for all children in need, irrespective of cultural differences and language barriers
- encourage research on issues related to the identification and provision of services

Contact: Sandra Britt, Secretary
Association for Children and Adults with
Learning Disabilities, Inc.
4156 Library Rd.
Pittsburg, Pennsylvania 15234
(412) 341-1515

Focus: EARLY CHILDHOOD
LITERACY DEVELOPMENT

Title: Literacy Development and Pre-First Grade
(December, 1985)

Authors: International Reading Association, Co-sponsors: Early Childhood and Literacy Development Committee, Association for Childhood Education International, Association for Supervision and Curriculum Development, National Association for the Education of Young Children, National Association of Elementary School Principals, National Council of Teachers of English

Purposes:

- to present concerns about present practices in pre-first grade reading instruction
- to make recommendations for improving pre-first grade reading instruction

Key Components:

- identification of objectives for a pre-first grade reading program
- summary of what young children already know about oral and written language before entering school
- statement of concern about present practices
- 15 specific recommendations for improvement

Recommendations:

- build instruction on what the child already knows about oral and written language
- focus on meaningful communication rather than isolated skill development and inform parents of the reasons for this approach
- encourage active learning and experimentation with talking, listening, reading, and writing
- integrate reading exercises within the broader communication process
- use evaluative procedures responsibly. Inform parents of their purpose and limitations

Contact:

International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, Delaware 19714-8139
(302) 731-1600

Focus: PREPARATION AND CERTIFICATION
OF EARLY CHILDHOOD PERSONNEL

Title: Position Statement on Professional Development in Virginia (March, 1988)

Author: The Virginia Association for Early Childhood Education

Purpose:

- to articulate VAECE's interest in participating in decision-making bodies which influence the preparation and certification of personnel working with children

Key Components:

- rationale for concern with professional development in early childhood education
- definition of professionalism
- statement of concerns specific to pre-service and in-service professional development, salaries and benefits of early childhood educators, and the absence of support systems
- statements of beliefs about pre-service and in-service professional development, salaries and benefits of early childhood educators, and the need for professional support systems
- recommendations to improve pre-service and in-service preparation, up-grade the status and salaries of early educators, and create professional supports

Recommendations:

- develop and implement appropriate preparation standards in the state agency responsible for personnel working with infants and toddlers, preschool, kindergarten, and primary age children
- incorporate supervised practicum experience with children as an essential component of teacher preparation
- develop criteria to help ensure that prospective personnel effectively support and guide children's growth and work cooperatively with other professionals, parents, and the community
- hire higher-education faculty with successful early childhood teaching experience, appropriate professional preparation, and a demonstrated knowledge base
- encourage colleges and universities to adopt NAEYC guidelines for teacher preparation for two-year and four-year degree programs
- establish certification requirements, including practicum experiences, specific to early childhood education
- develop a certification continuum which establishes ways for participants to move to more advanced levels of professional responsibility
- develop a variety of formal and informal opportunities for early childhood professionals and paraprofessionals to increase their knowledge and competencies
- educate the public about the importance of the early

educator's/caregivers role

- adopt and implement standard nomenclature, salary ranges, and benefits for early childhood educators as recommended by NAEYC
- recommend the U.S. Department of Labor revise its definition of the evaluation and training demands of early childhood educators
- encourage the development of peer support systems

Contact:

DeAnna Doty Flannary, Vice President of Commissions
The Virginia Association for Early Childhood Education
College of Education and Human Development
Radford University
Radford, Virginia 24142
(703) 731-5476 or

Focus: LEGISLATIVE ADVOCACY

Title: Guidelines for Developing Legislation Creating or Expanding Programs for Young Children (1987)

Author: National Association for the Education of Young Children

Purpose:
- to suggest guidelines and questions for legislation to create new or expand existing programs for young children and their families

Key Components:
- listing of questions for developing or evaluating proposed legislation pertinent to the provision of program standards to assure quality programs, parental access and involvement, eligibility for services, linkages, coordination, provision of professional expertise, and funding
- listing of related position statements by NAEYC

Recommendations:
- provide high quality early childhood programs to ensure effective investment of public dollars in early childhood education

Contact:
National Association for the Education of
Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
(202) 232-8777 or (800) 424-2460

Focus: EDUCATION FOR
PRESCHOOL HANDICAPPED

Title: Least Restrictive Environment for Young Children with Handicaps (1987)

Author: Ohio Division for Early Childhood, Division for Early Childhood, Council for Exceptional Children

Purposes:

* to respond to public concerns on the feasibility of mainstreaming handicapped young children as mandated by P.L. 94-142 and 99-457
* to alert communities to the need for thoughtful planning to assure benefits to all children

Key Components:

* support for the concept of mainstreaming with emphasis on the benefits of integrated preschool programs
* identification of the required elements of mainstreaming in order to effectively accommodate the needs of all children
* supplementary, support document 1) analyzing the socio-ethical arguments for integrating handicapped and nonhandicapped preschool children, 2) outlining the key aspects of successful mainstreaming efforts, and 3) responding to consistent public concerns regarding the benefits of mainstreaming
* bibliography

Recommendations:

* promote mainstreaming as an integrated program requiring numerous adjustments to accommodate the needs of all children (vs. a "melting pot" approach)
* vary types of program adjustments to accommodate program efficacy and evaluation, type and severity of children's handicaps, curriculum, teacher training, adequate support services, and family preparation

Contact:

Cindy Detwiler
Diagnostic and Evaluation Clinic
142 Javit Court
Youngstown, Ohio 44515
(216) 793-2487

Focus: EDUCATION FOR PRESCHOOL HANDICAPPED

Title:	Ohio's Young Handicapped Children, Where are They? (1987)
Author:	Ohio Division for Early Childhood, Division for Early Childhood, Council for Exceptional Children
Purpose:	* to prioritize Child Find as a major concern in the state of Ohio
Key Component:	* documentation of the inadequacy of the current method of reporting Child Count data (number of children identified as having handicaps) to the state legislature
Recommendations:	* prioritize Child Find - a program that identifies young children with handicapping conditions in the state of Ohio * develop Department of Education and local education agency procedures to correctly identify all handicapped children * require school districts to not only report the number of handicapped children identified but where these children currently receive services
Contact:	Alice E. Christie, Ph.D. President, Ohio Division for Early Childhood 127 Carroll Hall The University of Akron Akron, Ohio 44325 (216) 375-7777

Focus: CHILD CARE
FOOD PROGRAM

Title: Child Care Position Paper Reviewing the Following Issues: The Condition of Child Care in the United States in 1984; The New Reality vs. the Old Status and a Response to Senate Bill 1994's Proposal for Additional Cuts in the Child Care Food Program
(organized as two parts of a single document)
(March, 1984)

Author: Nancy Van Domlin for Sponsor's Forum, Food Research and Action Center

Purposes:

- to articulate the changes in American family life and child rearing practices
- to combat proposed cuts to the Child Care Food Program

Key Components:

- Part I: review of child care issues organized as comparisons between "old status" vs. "new reality"
- three recommendations for federal involvement in child care
- Part II: review of Senate Bill 1994's proposal for additional cuts in the Child Care Food Program
- references

Recommendations:

- reject any proposed legislation for FY85 (such as Senate Bill 1994) that detrimentally impacts upon the availability, accessibility, affordability, or quality of child care programs
- recognize federal assistance for child care as a high priority for the health and well-being of working parents and their children
- establish a well-articulated national child care policy that would identify the country's child care needs and would create national program directives to meet them

Contact:

Ed Cooney, Deputy Director
Food Research and Action Center
1319 F Street N.W., Suite 500
Washington, D.C. 20004
(202) 393-5060

Focus: EARLY CHILDHOOD
SCREENING AND ASSESSMENT

Title: Early Childhood Screening and Assessment
(November, 1988)

Author: Illinois Association for Supervision and Curriculum Development, Early Childhood Network

Purpose:

- to influence policies for screening and assessing young children

Key Components:

- identification of the benefits, problems, and needs created by P.L. 99-457, a mandate for special education services for children birth to five
- definition of screening
- criteria for selecting screening instruments
- guidelines for appropriate screening procedures
- suggested further reading

Recommendations:

- include parents in the screening and assessment process
- recognize screening as a first step in the assessment process. Indications of potential problems must be further substantiated
- select the most effective screening and assessment activities based upon valid criteria

Contact:

Gayle Mindes
Roosevelt University
430 South Michigan
Chicago, Illinois 60605
(312) 341-3700

Title: Developmentally Appropriate Guidance of Young Children (January, 1988)

Author: Minnesota Association for the Education of Young Children

Purpose:

* to provide a teaching/training tool to be used by administrators, teachers, providers, and other adults caring for children birth to eight years

Key Components:

* list of seven principles of developmentally appropriate guidance
* elaboration of these principles with applications and specific examples of appropriate guidance strategies
* references

Recommendations:

* emphasize discipline as guidance rather than punishment
* recognize teachers and caregivers as learners who must continue to deepen their understanding of children and constantly refine their guidance techniques
* never accept the use of physical punishment as appropriate

Contact:

Minnesota Association for the Education of
Young Children
1821 University Ave., Room 296-S
St. Paul, Minnesota 55104
(612) 646-8689

Focus: EARLY CHILDHOOD
CERTIFICATION

Title: Support for an Early Childhood Endorsement on the Oregon Teaching Certificate (May, 1987)

Author: Oregon Association for the Education of Young Children, Teacher Education Task Force

Purpose:

* to advocate the need for a separate early childhood teaching credential in Oregon (vs. present PreK-9 elementary certificate)

Key Components:

* rationale supporting importance of early childhood education
* analysis of the impact of an early childhood endorsement on teachers and children, school districts, and colleges and universities
* bibliography and survey data available upon request

Recommendations:

* establish an early childhood endorsement (preK through 3rd grade) to the Oregon teaching certificate to be required of all teachers certified after October 15, 1991
* set course and/or competency requirements including early childhood curriculum and teaching methods, child development, home, school, and community relations, and practicum
* change the elementary endorsement from PreK-9 to grades 1-9

Contact:

Oregon Association for the Education of
Young Children
P.O. Box 1455
Tualatin, Oregon 97062
(503) 692-1593

Title: Preparation of Early Childhood Teachers
(September, 1983)

Author: Association for Childhood Education International

Purpose:

- to identify the curricular areas that should be addressed in a preparation program for teachers of children birth through 8-years

Key Components:

- identification and discussion of key areas for teacher preparation requirements: liberal education, foundations of early childhood education, child development, nature of learning/teaching process, small-group dynamics, curriculum and method, professional laboratory experiences

Recommendation:

- develop 4-year early childhood teacher preparation programs that inform prospective teachers with the broad spectrum of knowledge about prenatal, infant/toddler, preprimary, primary, and elementary education

Contact:

Lucy Prete Martin, Editor and Director of Publications
Association for Childhood Education International
11141 Georgia Avenue, Suite 200
Wheaton, Maryland 20902
(301) 942-2443 or (800) 423-3563

Focus: CHILD CARE QUALITY

Title:	The Right to Quality Child Care (1988)
Author:	Association for Childhood Education International
Purpose:	* to advocate for quality child care as an extension of the right to schooling for all children birth to age fourteen
Key Components:	* documentation of need and rationale for quality child care programs * summary of philosophy of developmental child care * references
Recommendations:	* advocate for, and develop comprehensive developmental child care programs that address issues of health, family, nutrition, and social well-being * establish information and referral services to offer parents informed choices * work with various level of government to improve status of personnel and licensing
Contact:	Lucy Prete Martin, Editor and Director of Publications Association for Childhood Education International 1141 Georgia Avenue, Suite 200 Wheaton, Maryland 20902 (301) 942-2443 or (800) 423-3563

Focus: PLAY

Title: Play: A Necessity for All Children (1988)

Author: Joan Isenberg and Nancy L. Quisenberry for The Association for Childhood Education International

Purposes:

- to advocate to parents, teachers and administrators in support of play for children, infancy through adolescence
- to propose fundamental principles and practice for encouraging play

Key Components:

- discussion of how children's right to play is being challenged by pressures to succeed
- summary of the contributions that play brings to development
- description of the forms and functions of children's play at different ages
- outline of fundamental principles and practices that encourage play
- references

Recommendations:

- encourage professionals to assume a strong advocacy role by fully understanding play and its diverse forms
- provide appropriate play activities and equipment
- plan safe and inviting environments
- provide appropriate, planned outdoor play environments
- provide for carefully planned curricula in which play has a central role in achieving a balance among cognitive, physical and affective areas
- encourage teachers and parents to assume responsibility in supporting the development of each child's potential through play

Contact:

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Focus: CHILD CARE QUALITY

Title: Position Statement on Quality, Compensation, and Affordability of Early Childhood Programs (July, 1987)

Author: National Association for the Education of Young Children

Purpose:

- to assert the interconnection of three basic components of high quality early childhood programs: program quality, staff compensation, and program affordability

Key Components:

- identification of three basic needs critical to the provision of high quality early childhood programs: quality for children, adequate compensation for teachers, and affordability for families
- definitions and explanations of interconnection among quality programs, adequate staff compensation, and affordability for parents

Recommendations:

- increase compensation levels for early childhood teachers to correspond to the responsibilities and contributions of their work
- provide quality services at a cost families can afford
- advocate for policies that require all sectors of society to share more equitably "this essential public service"

Contact:

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Focus: EARLY CHILDHOOD EDUCATOR
PROFESSIONAL STATUS

Title: Position Statement on Nomenclature, Salaries, Benefits, and the Status of the Early Childhood Profession (1984)

Author: National Association for the Education of Young Children

Purposes:

- to bring consistency to early childhood teacher nomenclature
- to enhance the self-image and public perception of early childhood professionals

Key Components:

- rationale for establishing various levels of professional responsibility in early childhood, competencies associated with each level, and means for achieving these competencies
- description of four levels of early childhood professional development
- salary and benefit recommendations associated with each level of early childhood professional development

Recommendations:

- establish common nomenclature for early childhood personnel who work in a variety of settings with children ranging in age from birth through eight years, with clear definitions of the responsibilities and qualifications required to fulfill each role
- establish guidelines for appropriate salaries and benefits for early childhood personnel

Contact:

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Focus: DEVELOPMENTALLY APPROPRIATE
PRACTICE BIRTH THROUGH
AGE EIGHT

Title: Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth through Age Eight (1986)

Author: National Association for the Education of Young Children

Purposes:
- * to provide a clearer definition of developmentally appropriate practice for administrators, teachers, parents, policymakers, and others who make decisions about the care and education of young children
- * to promote NAEYC criteria for high quality early childhood programs, and the standards for accreditation by the National Academy of Early Childhood Programs

Key Components:
- * definitions needed to understand the concept of developmental appropriateness
- * guidelines for developmentally appropriate practice for infants and toddlers, 3, 4, and 5-year-olds, and 6, 7, and 8-year-olds. Subheadings include: curriculum; adult-child interaction; relations between home and school; developmental evaluation of children
- * policies essential for achieving developmentally appropriate early childhood programs
- * references

Recommendations:
- * tailor early childhood programs to meet the needs of children rather than expecting children to adjust to the demands of a specific program
- * incorporate child-initiated, child-directed, teacher supported play as an essential component of developmentally appropriate practice
- * provide developmentally appropriate placements in public schools for every child of legal entry age

Contact:
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NOTE: NAEYC's publication, Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age Eight (expanded edition) contains this position statement, their two position statements focused on appropriate practice for 4 and 5-year-olds and 5 through 8-year-olds plus chapters on appropriate care for children from birth to age 3, appropriate practice in programs for 3-year-olds, transitions, and informing others about developmentally appropriate practice.

Focus: EARLY CHILDHOOD
TEACHER PREPARATION

Title: Preparation of Early Childhood Teachers
(September, 1983)

Author: Association for Childhood Education International

Purpose:
- * to identify the curricular areas that should be addressed in a preparation program for teachers of children birth through 8-years

Key Components:
- * identification and discussion of key areas for teacher preparation requirements: liberal education, foundations of early childhood education, child development, nature of learning/teaching process, small-group dynamics, curriculum and method, professional laboratory experiences

Recommendation:
- * develop 4-year early childhood teacher preparation programs that inform prospective teachers with the broad spectrum of knowledge about prenatal, infant/toddler, preprimary, primary, and elementary education

Contact:
Lucy Prete Martin, Editor and Director of Publications
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11141 Georgia Avenue, Suite 200
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Focus: CHILD CARE
LIABILITY INSURANCE

Title: Position Statement on the Liability Insurance Crisis (April, 1986)

Author: National Association for the Education of Young Children

Purpose:

- to respond to the child care insurance crisis

Key Components:

- identification of causes of the child care insurance crisis
- description of three types of responses to the child care insurance crisis at the state and federal level: tort reform, self-insurance, insurance reform

Recommendations:

- support insurance reform as having the greatest potential for rectifying the problems faced by child care professionals
- encourage efforts to facilitate and streamline the process of self-insurance
- initiate a broad examination of possible responses (rather than a narrow focus on one contributor) to the insurance crisis

Contact:

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Focus: CHILD CARE
LICENSING

Title: Position Statement on Child Care Licensing and Family Day Care Regulations (December, 1984)

Author: Ohio Association for the Education of Young Children, Licensing Task Force

Purposes:

* to lobby for the passage of new child care regulations in the state of Ohio
* to affirm the state's responsibility to protect children while in care outside the home

Key Components:

* statement supporting the premise that child care licensing is an official acknowledgment of the public responsibility to maintain healthy, safe, and developmentally appropriate conditions for children in care outside the home
* four recommendations for revising Ohio's out-of-date licensing law

Recommendations:

* revise existing law (written in 1969) to include the regulation of all the child care options now needed by working parents
* eliminate exemptions and dual standards; require licensing or registration of family day care homes
* place the responsibility for writing and enforcing basic health and safety standards within one state agency
* define in the law three issues crucial to children in care: minimum staff/child ratio and group size, minimum space requirements, and staff qualifications and training

Contacts:

Georgianna T. Roberts, President
Ohio Association for the Education of
Young Children
2323 Stillman
Cleveland Heights, Ohio 44118
(216) 932-1417

Virginia R. Wade, position paper chair
28675 Hidden Valley Drive
Orange Valley, Ohio 44022
(216) 248-1922

Title: Multicultural Education: A Position Statement (1988)

Author: The Southern Association on Children Under Six

Purpose:
- to establish goals and objectives that will prepare teachers, parents, and children for life in a culturally diverse, multi-ethnic society

Key Components:
- arguments on the importance of multicultural education
- list of objectives to guide the process of becoming more understanding and accepting of all people
- description of teacher's role in fostering multicultural awareness in educational settings and in relationships with parents

Recommendations:
- create and maintain cultural awareness in early childhood classrooms by respecting the learning style of various ethnic groups
- develop multicultural and multi-ethnic programs

Contact:

The Southern Association on Children Under Six
P.O. Box 5403
Brady Station
Little Rock, Arkansas 72215
(501) 663-0353

Focus: EARLY CHILDHOOD EDUCATION
PROFESSIONAL SALARIES

Title: Position Statement: Professional Salaries in Early Childhood Education (no date)

Author: Pittsburgh Association for the Education of Young Children

Purposes:
- to expose the inequities in salaries between early childhood teachers and comparable professions
- to recommend strategies for improving salaries

Key Components:
- overview of the evolution of the early childhood profession
- statement arguing that higher standards for programs and personnel preparation have not been matched by an increase in salaries
- data documenting inequities between early childhood salaries and comparable professions
- recognition of NAEYC's leadership role in advocating for improved salaries
- recommendations
- references

Recommendations:
- increase minimum starting salaries by 75% with guaranteed annual increases of 6.5% for a minimum of 5 years
- establish a long range timeline for implementation of recommended starting salaries
- lobby for increases in public funding for salaries
- involve the private corporate sector in funding early childhood programs
- mount an educational/public relations drive regarding the need for quality services and the teacher shortage
- consider minimum starting salaries as a criteria for acquiring accreditation
- consider closing all early childhood programs for one day in order to lobby for adequate funding
- encourage the NAEYC Leadership Conference to focus on the issues of salaries

Contact:
Pittsburg Association for the Education of
Young Children
205 Orchard Place
Pittsburg, Pennsylvania 15234
(412) 488-2752 or (412) 271-7401

Focus: EARLY CHILDHOOD TEACHER
EDUCATION GUIDELINES

Title: Early Childhood Teacher Education Guidelines for Four and Five-Year Programs (1982)

Author: National Association for the Education of Young Children

Purpose:
- * to establish a standard of excellence for new and existing early childhood teacher education programs

Key Components:
- * definitions
- * program objectives and standards appropriate to 9 program components (general areas of knowledge): curriculum, instructional methods, resources, faculty qualifications, professional relationships, cultural diversity, enrollment, administrative structure, and evaluation and constituent responsiveness

Recommendations:
- * provide the time and resources necessary to provide an education leading to the development of knowledgeable, flexible, and creative people capable of meeting the present and anticipated needs of children and families

Contact:
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Focus: EARLY CHILDHOOD
PROGRAM REGULATIONS

Title: Position Statement on Licensing and Other Forms of Regulation of Early Childhood Programs in Centers and Family Day Care (1987)

Author: National Association for the Education of Young Children

Purposes:

- to endorse public regulation for all forms of out-of-home early childhood care
- to promote public regulation as a necessary consumer protection for parents and their young children

Key Components:

- rationale supporting importance and benefits of public regulation of early childhood programs
- seven characteristics of an effective regulatory system
- role of early childhood professionals in assuring effective public regulation
- relationship of early childhood regulation to other forms of regulation such as health, building and fire safety codes, and zoning laws

Recommendations:

- apply state regulations designed to provide basic protection of children to all programs, regardless of sponsorship, length of program day, age, or number of children served
- add appropriate local regulations only in coordination with licensing or registration requirements
- use uniform definitions across cities and towns, based upon state licensing laws, for center programs, group homes, and family day care

Contact:

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Focus: CHILD SEXUAL ABUSE

Title: Position Statement on the Prevention of Child Sexual Abuse in Early Childhood Programs (April, 1985)

Author: National Association for the Education of Young Children

Purpose:

* to promote sound educational practices designed to prevent child sexual abuse in early childhood programs

Key Components:

* recommended practices to assist in the prevention of child sexual abuse in early childhood programs directed to: providers, consumers, regulators of child care services, and the early childhood profession

Recommendations:

* utilize qualified staff and selective staffing practices to promote high quality in early childhood programs
* develop policies that encourage close partnerships with parents
* encourage parent awareness of signals of and appropriate responses to child abuse
* advocate the adoption of licensing standards and standards of excellence which promote program quality

Contact:

National Association for the Education of
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Focus: CORPORAL PUNISHMENT

Title: Corporal Punishment of Children in Schools and Custodial Settings (1984)

Author: National Association of Social Workers, Inc.

Purposes:

- to support the advancement of social work practice
- to actively support the passage of legislation that outlaws the use of corporal punishment in schools, child care facilities, and institutions caring for children

Key Components:

- assessment of corporal punishment as a widespread, institutionalized method of discipline with a destructive effect on society
- review of the negative consequences of corporal punishment and evidence of its ineffectiveness in controlling inappropriate behavior and promoting positive alternatives
- summary of NASW policy
- references

Recommendations:

- oppose the use of corporal punishment as anti-ethical to the rights of the child, the best values of a democratic society, and of the social work profession
- actively support passage of legislation to ban corporal punishment in schools and all facilities caring for children
- support programs to prepare school personnel, parents, child care workers, and all adults caring for children to use nonviolent forms of discipline

Contact:

Joan Levy Zlotnik, staff director
Commission on Family and Primary Associations
National Association of Social Workers, Inc.
7981 Eastern Ave.
Silver Springs, Maryland 20910
(301) 565-0333

Focus: CHILD CARE
QUALITY

Title: Quality Child Care and Our Nation's Future (1987)

Author: Child Care Action Campaign

Purpose:
- to summarize the child care problem

Key Components:
- statistical description of the new American family
- statistical description of current child care services
- statistical description of current financing by federal and state governments and private industry

Recommendation:
- develop a national policy on child care within the context of a family policy which recognizes the reality of the new American family including aid to parents in finding safe, healthful, quality child care, provision of subsidies, encouragement to states to establish coordinated systems of child care delivery, mandated parental leaves, and strengthened regulatory standards

Contact:
Child Care Action Campaign
99 Hudson Street, Room 1233
New York, New York 10013
(212) 334-9595

Focus: EARLY CHILDHOOD
LITERACY DEVELOPMENT

Title: Reading and Writing in Early Childhood
(May, 1985)

Author: International Reading Association, Early Childhood and Literacy Development Committee

Purpose:

- to present research findings that indicate the importance of positive home and school environments for the literacy development of young children

Key Components:

- description of the earliest stages of literacy development
- outline of characteristics of home environments that promote positive literacy development
- outline of characteristics of school and child care environments that promote literacy development

Recommendations:

- promote children's interactions with adults in speaking, listening, reading, and writing situations
- encourage independent exploration of print, and adult modeling of language and literacy

Contact:

International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, Delaware 19714-8139
(302) 731-1600

Focus: CHILD CARE

Title: Position Statement on Quality Child Care (1986)

Author: Mildred Dickerson, Martha Ross and Ruth Ann Crum
for The Southern Association on Children Under Six

Purposes:

- to sensitize the public to the importance of quality child care during critical early years
- to define high quality child care

Key Components:

- description of the growth in total development that takes place during the early years of a child's life
- statement regarding the importance of high quality child care during the early years
- outline of six (6) fundamental needs of the child which must be met in care
- summary of significant indicators of quality care
- outline of 3 factors common to all quality programs
- statement supporting licensing for all child care programs
- references

Recommendations:

- advocate for and develop quality child care programs that meet the 6 fundamental needs of growing children
- maintain small group size and a high ratio of adults to children
- provide caregivers training in early childhood development and education
- support licensing for all programs and work for high licensing standards

Contact:

Southern Association on Children Under Six
Box 5403
Brady Station
Little Rock, Arkansas 72215
(501) 663-0353

Focus: LICENSING

Title: Licensing: The Position of the Governing Board (1986)

Author: Association for the Education of Young Children
- Missouri

Purpose:
- to assert the need for all child care facilities to be licensed, without exemptions

Key Components:
- rationale supporting child care regulations
- characteristics of appropriate licensing standards

Recommendations:
- license all forms of supplementary care of young children without exemption
- ensure agencies charged with enforcing licensing standards are publicly visible and available for technical assistance
- widely disseminate licensing standards to facilitate parental monitoring of licensed child care facilities

Contact:
Nancy Keel
20005 W. 121st Terrace
Olathe, Kansas 66061
(913) 829-6334

Title: Screening for Developmental Disabilities
(September, 1986)

Author: American Academy of Pediatrics

Purposes:

* to encourage the appropriate use of preschool developmental screening tests
* to define the role of pediatricians in the development, implementation, and administration of screening programs

Key Components:

* statement identifying the purpose of early identification programs and supporting systematic evaluation of development at all ages
* identification of the importance of the pediatrician's role in the development, implementation and administration of appropriate screening programs
* outline of nine guidelines for community screening programs
* recommendations for the careful selection and proper administration and interpretation of tests
* statement emphasizing the need for follow-up services and evaluation to insure proper remediation
* conclusions
* references

Recommendations:

* insure that all school screening procedures are in compliance with Public Law 94-142 and section 504 regulations
* encourage early screening prior to entrance in school, preferably by the child's pediatrician
* integrate screening for disabilities with other aspects of children's health care and with school health programs
* insure that such screenings do not replace regular health exams
* require that screeners be appropriately trained and supervised
* insure that all children identified as developmentally disabled receive more comprehensive examinations by trained professionals, supervised by a pediatrician and with the cooperation of parents
* require that schools submit progress reports and plans for re-evaluation to the parents and physician, after placement in an individualized educational program
* require schools to use standardized and validated screening instruments and to appoint parents and professionals to review screening methods and procedures

- caution schools against the use of screening tests for labeling children or for excluding them from needed services

Contact:

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141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, Illinois 60009-0927
(312) 228-5005

Focus: MOVEMENT EDUCATION

Title:	Movement Programs for Young Children: A Position Paper (September, 1986)
Author:	The Council on Physical Education for Children for the National Association for Sport and Physical Education of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
Purpose:	* to assist school personnel, community leaders, and parents in determining focus and direction as they develop programs of physical education for preschool children
Key Components:	* contributions of movement experiences to psychomotor, cognitive, and affective development * 6 belief statements about children's developmental characteristics and their linkage to movement experiences * list of personal characteristics, knowledge, and competencies which should characterize teachers of movement programs for young children * description of elements of movement curriculum organized in categories of perceptual-motor development and movement education
Recommendations:	* include experiences in games, gymnastics, and dance in the educational curriculum of young children * provide perceptual-motor development and basic movement skills as the base for experiences in games, gymnastics, and dance * introduce fitness concepts and the importance of a healthy life style at an early age * include instructional movement and play daily in the planned educational curriculum of young children
Contact:	Dr. Margie R. Hanson Vice President, AAHPERD Elementary Education Consultant and Executive Director National Dance Association 1900 Associatioon Drive Reston, Virginia 22091 (703) 476-3436

Focus: PRESCHOOL HANDICAPPED

Title: The Future of Outreach: A DEC Position Paper
(March, 1986)

Authors: Corinne W. Garland, Talbot Black, and George Jesien
for the Division for Early Childhood, the Council
for Exceptional Children (DEC)

Purpose:

- to strengthen the availability of information about and training in the implementation of effective early intervention models (Outreach Program) of The Handicapped Children's Early Education Program (HCEEP) to state planners and service providers

Key Components:

- executive summary of position paper
- historical framework for and defense of concerns about current allocation of funds by The Handicapped Children's Early Education Program (a federal program) for the development of model early intervention programs instead of their dissemenation
- support for the increased availability of training and technical assistance for planners and providers in replicating the best of available early intervention program models (The Outreach Program)
- recommendations to strengthen the Outreach Program

Recommendations:

- ensure the selection of strong Outreach projects through evidence of model effectiveness, applicant ability to demonstrate the model, evidence of commitment and capability to carry out proposed training, and technical assistance activities
- strengthen the grant review process by greater attention to descriptions of program models, evidence of its adaptability and efficacy, a demonstrated need for the proposed Outreach activities, and the qualifications of field readers
- provide training and technical assistance to programs transitioning from demonstration status to program dissemination
- provide multi-year funding for Outreach Projects
- evaluate the impact of Outreach Projects beyond traditional numerical indicators, including their qualitative impact and the extent to which Outreach goals have been accomplished
- establish funding priorities for new model development while shifting priorities from new model development to Outreach assistance
- articulate relationships among the varied programs funded by HCEEP

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Lightfoot, Virginia 23090
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Focus: PRESCHOOL HANDICAPPED

Title: Position Statements and Recommendations of the Division for Early Childhood Relating to P.L. 99-457 and Other Federal and State Early Childhood Policies (March, 1987)

Author: Division for Early Childhood, the Council for Exceptional Children (DEC)

Purposes:

* to respond to policy issues raised in the early childhood provisions of P.L. 99-457, The Education of the Handicapped Act Amendments of 1986
* to provide a framework for DEC's positions on future policies
* to provide a resource to DEC members and others in their efforts to develop appropriate local, state, and federal regulations, guidelines, and other public policy

Key Components:

* a set of positions and recommendations on 10 policy issues related to the early childhood provisions of P.L. 99-457: 1) case management, 2) eligibility, 3) personnel standards, 4) program standards, 5) continuum of services, 6) family focused services, 7) individualized family service plan, 8) parent instructions for children 3 to 5 years-of-age, 9) organizational structure/administration: lead agency, and 10) organizational structure/administration
* policy questions with accompanying DEC position and recommendations relevant to each of the 10 policy issues

Recommendations:

* include training in case management as an integral component of P.L. 94-457's implementation
* expand state eligibility for preschool services to children three through five years-of-age who have a diagnosed physical or mental condition which has a high probability of resulting in a developmental delay or who are at risk of having substantial delay
* advocate the federal government require states to develop clear regulations concerning: the constituency and competency of early intervention team members, specialized training for early interventionists, and training opportunities at the preservice, inservice and continuing education levels
* provide federal funding to support training and encourage research in early intervention and personnel preparation
* require states develop comprehensive and systematic plans outlining program standards in relation to personnel availability to families and in relation to training and licensing of personnel
* require all personnel in early intervention programs be specialists in early intervention, trained to

meet the unique needs of young children with special needs and their families

- develop standards in appropriate state agencies, using a comprehensive and coodinated state planning process, for approval of personnel preparation programs in conformance with program review standards used in each discipline
- provide a variety of mechanisms at the state level to fulfill immediate needs for trained personnel
- develop state plans for monitoring approved early intervention programs to assure comprehensive, coordinated, multidisciplinary, interagency programs

Contact:

The Council for Exceptional Children
1920 Reston Drive
Reston, Virginia 22091-1589
(703) 620-3660

Focus: DEVELOPMENTALLY APPROPRIATE
EARLY CHILDHOOD PROGRAMS

Title: Position Statement on Developmentally Appropriate Programs for Young Children Ages 2-5 (1986)

Author: Florida Association on Children Under Six

Purpose:

- to describe and advocate for quality early childhood programs based on developmentally appropriate curriculum and teaching practice

Key Components:

- description of developmental characteristics of young children
- guidelines for developmentally appropriate learning activities
- recommendations for establishing effective programs
- references

Recommendations:

- provide secure, child-centered environments and plan developmentally appropriate learning activities
- offer teachers training that emphasizes developmentally appropriate learning experiences
- encourage parent involvement
- plan for constant observation, evaluation and assessment of progress and development

Contact:

Beverly C. Oglesby
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Focus: PROGRAM EVALUATION

Title: Evaluating Service Programs for Infants, Toddlers and their Families (no date)

Author: National Center for Clinical Infant Programs

Purposes:

* to outline the steps that service providers can take toward realistic, appropriate and useful evaluation effort
* to suggest the ways that funders of service programs can encourage and support providers in undertaking evaluation that will yield information crucial to decision making

Key Components:

* outline of the aims and characteristics of outcome or summative evaluation
* outline of nine features of a well designed and executed process evaluation
* description of six steps in the evaluation process, including three reports of actual program evaluations
* identification of four approaches funders may take to encourage program evaluation
* summary
* references

Recommendations: NCCIP encourages all service providers to:

* initiate some form of ongoing process evaluation whether or not they are ready for a formal outcome evaluation
* involve program staff and consumers in the evaluation process which involves:
  . clarifying goals and objectives and conceptualizing links between objectives and practice
  . collecting and analyzing data
  . using collected information to improve services
  . communicating to the public program goals and activities

NCCIP encourages all funders to:

* understand the strengths and limitations of different types of evaluation efforts
* separate questions about efficacy of early intervention approaches from decisions about continued funding
* support adequate funding for research and evaluation
* get involved in program evaluation

Contact:

Emily Schrag, Associate Director
National Center for Clinical Infant Programs
733 15th St., N.W., Suite 912
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(202) 347-0308

Focus: STANDARDIZED TESTING
OF YOUNG CHILDREN

Title:	Position Statement on Standardized Testing of Young Children Three Through Eight Years of Age (November, 1987)
Author:	National Association for the Education of Young Children
Purpose:	* to guide the decisions of educators regarding the use of standardized tests and, indirectly, to influence commercial test developers to produce valid, reliable, and useful tests
Key Components:	* statement of the problem * definitions of "testing" terminology * seven guidelines for the use and interpretation of standardized testing, focusing on achievement, readiness, and developmental screening tests * selected resources * references
Recommendations:	* restrict the use of standardized testing in early childhood programs to situations in which testing provides information that will clearly contribute to improved outcomes for children (utility criterion) * base decisions that have a major impact on children, such as enrollment, retention, or assignment to remedial or special classes, on multiple sources of information
Contact:	National Association for the Education of Young Children 1834 Connecticut Avenue, N.W. Washington, D.C. 20009-5786 (202) 232-8777 or (800) 424-2460

Title: *Who will Mind the Babies?* (no date)

Author: National Center for Clinical Infant Programs

Purposes:

- to provide a framework for thinking about the many policy issues involved in developing adequate child care opportunities for infants and toddlers under three
- to recommend public and private policies that will promote the development of the child, strengthen families and promote the development of adequate child care

Key Components:

- statement documenting the changes affecting children and families in the eighties while the basic needs of children have remained constant
- identification of the special needs of infants and toddlers and the specialized care these entail
- discussion of the financial, emotional and practical support which should be extended to parents
- recommendations for public and private policies to assist parents who choose to care for their own children on a full or part-time basis
- review of the critical need for quality child care
- identification of characteristics of good programs for infants and toddlers
- outline of three approaches to encourage high quality child care
- discussion of the fundamental importance of competent, well-trained, infant/toddler caregivers
- recommendations for training
- analysis of the issues of affordability, availability, and quality of care
- recommendations for public policy to address affordability, availability, and quality care
- recommendations for research studies on child care arrangements and programs
- concluding statement stressing the urgent need for child care solutions
- references

Recommendations:

- assist parents who choose to stay home or combine work and child care on a part-time basis by providing infant care leaves, flexible work schedules, pension rules which credit infant-care leave, IRA's for homemakers, and rigorous enforcement of child support
- provide public and private funding for development of family support programs and for research and evaluation of the effectiveness of these programs
- address the issue of quality by supporting licensing, accreditation and consumer education

through paid infant leave, tax credits and subsidies that recognize the higher cost of infant/toddler care, sliding fee scales, and financial support of personnel training

* initiate and support research to inform policy and decision making

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Title: Infants Can't Wait (1986)

Author: The National Center for Clinical Infant Programs, Committee on Public Policy and Public Education

Purpose:

* to propose two major initiatives that will strengthen families, and assure every American infant adequate opportunities for healthy development in the first three years of life

Key Components:

* review of the developmental tasks and essential needs of infants and toddlers
* description of how the needs of infants and toddlers are currently being met
* outline of needs not being addressed
* proposal for the establishment of a basic floor of services for all infants and toddlers and their families
* outline of four key elements of a proposal a separate entry to establish a basic floor of services for all infants, toddlers, and their families
* proposal for the expansion of services for infants and toddlers with special health and developmental problems or disabling conditions and for their families
* outline of five key elements of a proposal for the expansion of services for infants and toddlers with special needs
* outline of related needs for personnel training and research studies
* summary

Recommendations:

* establish a basic floor of integrated services for all infants and their families including:
  . preventative health care
  . a level of economic viability for families with infants and toddlers to allow for basic health and development
  . social support services for families of infants and toddlers
  . high quality, daily care for newborns and for infants and toddlers
* expand comprehensive, integrated services for infants and toddlers with special health and developmental problems or disabling conditions for their families, including:
  . provision of basic survival needs
  . health care for vulnerable infants and toddlers
  . psychosocial support and intervention for highly stressed families
  . adequate therapeutic and respite care for high-risk or disabled infants and toddlers
  . integrated system approaches to families of infants

- provide training for all personnel who work with children in a variety of settings
- encourage research on how to improve early intervention services and on understanding the needs of the client population

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Title: Position Statement on the Positive Socialization of Children (May, 1987)

Author: Greater Kansas City Association for the Education of Young Children. Co-Sponsors: Community Development Institute, Community Service Center, Family and Children Services of Greater Kansas City, Johnson County Child Care Association, Johnson County Coalition for the Prevention of Child Abuse, Kansas Action for Children, Kansas Association for the Education of Young Children, Kansas City, Kansas Community College - Early Childhood Department, Kansas Committee for Prevention of Child Abuse, Missouri Head Start Directors Association, St. Joseph Health Center Child Development Center, Stop Violence Coalition, YWCA

Purposes:

- to publicly denounce harmful disciplinary practices and to recommend positive alternatives
- to serve as a training/education tool for all persons working with children

Key Components:

- rationale that includes a definition of terms and a discussion of ethical considerations
- statement describing the high cost of negative practices
- identification of positive guidance practices including preventative, interactive and crisis strategies
- references

Recommendation:

- establish educational programs that offer support and information to families
- provide specialized training for all persons responsible for the care and education of children

Contact:

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c/o Johnson County Child Care Association
5750 W. 95th, Suite 140
Overland Park, Kansas 66207
(913) 341-6200

Focus: POLICIES AFFECTING
INFANTS AND TODDLERS

Title: Infancy in the Eighties: Social Policy in the Earliest Years of Life (1983)

Author: National Center for Clinical Infant Programs, Committee on Public Policy and Public Education

Purposes:

* to interpret and disseminate new knowledge about the health and mental health needs of children under three and their families, in order that it may be more widely and consistently applied
* to insure that public and private policies affecting the lives of children reflect this knowledge base

Key Components:

* outline and summary of key points
* analysis of the impact of personal and public decisions and policies on the lives of young children and the need for these decisions to be informed by research and practice
* discussion of research findings on the importance of early attachment and how this knowledge should guide public policy decisions
* discussion of research findings on the need for individualized care and how this knowledge should guide public policy decisions
* discussion of research findings on environmental factors and family support systems and how this should guide public policy decisions
* appendix describing promising programs that promote healthy development in the earliest years

Recommendations: NCCIP recommends that public policies:

* address the baby's need for a secure relationships with one or two special persons
* recognize the vulnerability of infants and provide a continuum of services to support optimal development
* provide training for caregivers and other professionals working with infants to promote individualized attention and care
* develop and implement support systems to help families in their parenting role
* develop and implement programs of professional training and service delivery to enable the knowledge of specialists to improve the lives of infants and families at risk

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Focus: EDUCATION FOR
PRESCHOOL HANDICAPPED

Title: P.L. 99-457 Education of the Handicapped Act, Amendments of 1986 (January, 1988)

Author: Wyoming Department of Education

Purposes:

- * to clarify significant changes in the education of handicapped preschool children resulting from passage of P.L. 99-457, the Education of the Handicapped Act Amendments of 1986
- * to argue the State Department of Education's responsibility for implementing P.L. 99-457 versus other alternative proposals

Key Components:

- * arguments supporting the State Department of Education (SDE) as responsible for the implementation of P.L. 99-457
- * overviews of P.L. 99-457 and the effectiveness of early intervention programs for preschool children with handicaps
- * description of current programs in Wyoming serving preschool handicapped
- * description and defense of how the SDE will implement P.L. 99-457 in Wyoming
- * discussion of financial aspects of program

Recommendations:

- * select the State Department of Education to implement P.L. 99-457
- * provide needed additional state funding to develop effective early intervention programs in Wyoming
- * develop effective interagency cooperation between the SDE (responsible for preschool handicapped) and the Division of Community Programs (responsible for infant/toddler programs) to provide a developmental continuum for each child

Contact:

Wyoming State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002
(307) 777-7673

Focus: APPROPRIATE EDUCATIONAL
PROGRAMS FOR FOUR-YEAR-OLDS

Title: Position Statement for Developmentally Appropriate Programs for Four-Year-Olds (May, 1987)

Author: West Virginia Association for the Education of Young Children

Purposes:

* to disseminate a professional statement rejecting academic activities in preschools and supporting the importance of play and developmentally appropriate teaching practices

Key Components:

* statement rejecting the present emphasis on "basic skills"
* statement supporting play as the "essential component of curriculum"
* outline of professional teaching strategies
* outline of quality standards for teacher training and quality programs
* references

Recommendations:

* emphasize play and child initiated, self-directed activities
* set adult-child ratio at 1-7, not to exceed 1-10
* create safe, healthy, spacious, comfortable and highly personalized environments
* certify teachers with early childhood certificates based on NCATE standards
* establish cooperative efforts between home and school

Contact:

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Focus: CHURCH SPONSORED
CHILD CARE

Title: Policy Statement on Child Day Care (November, 1984)

Author: Ecumenical Child Care Network, National Council of Churches

Purpose:

* to clarify and define the role of the Church as a provider of child care services and facilities

Key Components:

* social and theological rationale for Church involvement in child care programs and public policy
* description of the role of the Church as child care advocate within the church communion
* description of the role of the church as child care advocate in society

Recommendations:

* advocate for a coherent, comprehensive, inclusive and equitable public policy regarding child care
* support child care services which promote the development of the child and the stability of the family
* regulate services in a manner that encourages the development of a variety of programs of high quality in which health, safety, and developmental appropriateness are assured
* discourage church exemptions from licensing standards
* provide adequate pay and benefits to child care providers, within and outside the Church

Contact:

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(212) 870-3342

Focus: EARLY CHILDHOOD EDUCATION
PROFESSIONAL PREPARATION

Title: Preparation and Certification of Early Childhood Personnel: A Position Statement (1987)

Author: Washington Association for Educators of Personnel in Early Childhood Programs

Purposes:

- to expose the problems of the present system of training of day care personnel
- to advocate for reform

Key Components:

- presentation of major assumptions about training and certification
- description of the present confused state of personnel training
- description of various programs/facilities employing early childhood personnel and the professional preparation required by each setting
- outline of problems in present personnel requirements
- proposed guidelines for training and certification
- description of proposed career ladder for early childhood personnel

Recommendations:

- develop and implement competency based training programs based on a clearly delineated career ladder and uniform qualifications
- develop planning and evaluation which is responsive to community, early childhood programs, and training institutions
- coordinate efforts among institutions that train and educate early childhood personnel

Contact:

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(206) 596-1500

Janet Thompson, President
Washington Association for Educators of Personnel
in Early Childhood Programs
Skagit Valley College, Whidbey Campus
1201 East Pioneer Way
Oak Harbor, Washington 98277
(206) 675-6656

Title: Position Statement on Corporal Punishment
(May, 1986)

Author: Washington Association for the Education of Young Children

Purpose:
- to encourage passage of a Washington state statute prohibiting corporal punishment in child care facilities

Key Components:
- identification of the negative consequences associated with permitting corporal punishment
- discussion of discipline as a positive guidance strategy
- references

Recommendations:
- pass a state statute prohibiting corporal punishment in child care facilities
- support the positive guidance techniques recommended by the National Academy of Early Childhood Programs

Contact:

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Young Children
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Mrs. Margie Reeves
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Olympia, Washington 98502
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Focus: CHILD CARE
REGULATIONS

Title: Day Care Licensing (February, 1984)

Author: Louisiana Association on Children Under Six

Purpose:
- to urge the reinstitution of mandatory licensing in Louisiana

Key Component:
- statement of need and rationale for child care licensing in Louisiana

Recommendations:
- support legislation to reinstate compulsory licensing of child care centers regardless of their sponsorship
- include mandatory in-service training for center child care staff

Contact:
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Baton Rouge, Louisiana 70809
(504) 388-2331

Title: Statement on Smoking During Pregnancy
(September, 1983)

Author: The Association for Children and Adults with Learning Disabilities, Inc.

Purpose:

- to alert women of child-bearing age of the dangers of smoking during pregnancy

Key Components:

- summary of risks to the baby due to smoking during pregnancy
- recommendations
- references

Recommendations:

- include counseling about the dangers of smoking in every prenatal assessment
- encourage all mothers to refrain from smoking during pregnancy

Contact:

Sandra Britt, Secretary
Association for Children and Adults with Learning Disabilities, Inc.
4156 Library Road
Pittsburg, Pennsylvania 15234
(412) 341-1515

Focus: CHILD HEALTH

Title: Statement on Alcohol During Pregnancy (1983)

Author: Association for Children and Adults with Learning Disabilities, Inc.

Purpose:

- to alert women of child-bearing age to the dangers of alcohol consumption during pregnancy

Key Components:

- summary of risks to a baby due to high alcohol consumption during pregnancy
- warning on the incompleteness of research concerning the amount of drinking associated with at-risk infants
- recommendations
- references

Recommendations:

- include counseling about alcohol consumption in every prenatal assessment
- encourage all mothers to refrain from drinking during pregnancy

Contact:

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Focus: CHILD ABUSE

Title: Position Statement on Child Abuse in Virginia (1987)

Author: The Virginia Association for Early Childhood Education

Purpose:
- to advocate for safe physical and emotional environments for young children

Key Components:
- rationale for concern with child abuse
- definition of child maltreatment
- five statements of concern regarding: vulnerability of children, widespread concern about sexual abuse in child care settings, need to support abusing parents, training needs of early childhood professionals, and child safety training

Recommendations:
- encourage Virginia early childhood professionals to become advocates for children's rights to a safe and fulfilling childhood and to work towards alleviating child abuse
- actively lobby against sexual portrayal of children in advertisements, magazines, motion pictures, and television
- educate parents and the public to the differences between nurturing and supportive contact versus exploitive contact
- educate parents and the public to evaluate schools and child care centers to determine if they are safe places for children
- develop specific policies which provide appropriate training for responding to situations of child abuse and neglect
- provide safety instruction to children in order to help them avoid potentially dangerous situations

Contact:

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College of Education and Human Development
Radford University
Radford, Virginia 24142
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Focus: HOSPITALIZED INFANTS

Title: Position Statement on the Care of Infants in Health Care Settings (1981)

Author: Association for the Care of Children's Health

Purposes:

- to promote humanizing, quality health care for infants and their families
- to promote policies in health care settings that minimize trauma

Key Components:

- discussion of potential detrimental effects to normal growth and development of hospitalization in the first year of life
- presentation of central concepts that support the psychosocial care of infants and parents

Recommendations:

- establish comprehensive services that facilitate parent/infant attachment and provide parent education and support during and after pregnancy
- select staff especially trained to meet the unique psychosocial needs of infants and families
- initiate and/or support legislation that pertains to infant rights
- establish special training for health professionals working with infants
- implement public education programs that disseminate information concerning infant care and effective parenting
- establish specific government agencies to focus on the health needs of infants and children

Contact:

Association for the Care of Children's Health
3615 Wisconsin Avenue N.W.
Washington, D.C. 20016
(202) 244-1801

Title: Reducing the Toll of Injuries in Childhood Requires Support for a Focused Research Effort
(September, 1983)

Author: American Academy of Pediatrics, 1982-83 Committees on Research, and Accident and Poison Prevention

Purposes:

- to promote a major initiative directed toward control of injury in childhood through research and its application

Key Components:

- data reporting injury as the leading cause of death and disability in children and young adults
- outline of advances in theory and technology
- statement calling for coordinated, focused and well-funded trauma research
- recommendations for research in six areas
- references

Recommendations:

- seek increased support for research on childhood injuries and their prevention from private foundations and government agencies at the federal, state and local levels
- initiate research on the distribution of injurious death and disability from various causes and among various subgroups of the population
- initiate research on the effects of various types of trauma on children
- design research to examine the behaviors of children that place them in danger of injury and the behaviors of adults that fail to protect them
- develop devices and programs that intervene in the process of transfer of injurious energy such as child car seats
- establish research on prevention programs and improved systems of care for the injured
- provide for on-going evaluation of programs until serious injury to children is as rare as possible

Contact:

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Focus: HEALTH: AIDS IN
CHILD CARE

Title: Health Guidelines for the Attendance in Day Care and Foster Care Settings of Children Infected with Human Immunodeficiency Virus (March, 1987)

Author: American Academy of Pediatrics, 1985-86 Committee on Infectious Diseases

Purpose:

- to present recommendations to guide attendance decisions and the care of HIV infected children in day care and foster care

Key Components:

- data on the incidence of AIDS and HIV cases
- definition of day care as care outside the home, not mandated by state law
- outline of several factors that increase the transmission of communicable diseases in child care settings
- background data on clinical manifestations of the disease and its routes of transmission
- statement on the extremely low possibility of transmission through casual contact and normal school behavior
- nine recommendations to guide attendance decisions and the management of HIV infected children
- appendix presenting the United States Center For Disease Control guidelines for case definition
- references

Recommendations:

- recognize the right of day care personnel to develop their own policies in conformity with regulatory standards since, unlike school attendence, day care is not a legal requirement
- base decision to accept a child in day care on the recommendation of an expert panel including the child's own physician. Evaluation should be made on a case-by-case basis, developmentally rather than chronologically determined, and based on:
  a) whether the infected child poses a potential risk to others
  b) whether the child can receive optimum care
  c) whether the child can support the greater risks of encountering infections in a group setting
- base exclusion of HIV symptomatic child already enrolled on whether the child is in control of body secretions, exhibits hand and object mouthing behavior, bites or has oozing skin lesions
- do not screen preschool population for HIV antibody as the risk of transmission in child care settings is only hypothetical at present
- encourage physicians to initiate diagnostic testing for children who have both clinical and epidemiologic

features of HIV infection

- inform child care personnel about routine procedures for handling blood and body fluids and hygienic cleaning practices
- do not give live virus vaccine to children symptomatic with HIV infection
- give inactivated polio vaccine to HIV infected symptomatic and asymptomatic children
- inform persons involved in the care and education of children of their HIV status, maintain the child and family's right to privacy
- allow asymptomatic adults infected with HIV to care for children in day care setting provided they do not have weeping skin lesions or other conditions that allow contact with their body fluids

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Focus: CHRONIC ILLNESS AND HANDICAPPING CONDITIONS OF YOUNG CHILDREN

Title: Position Statement on the Care of Children with Chronic Conditions and Developmental Disabilities and Their Families (July, 1983)

Author: Association for the Care of Children's Health

Purposes:

* to outline the needs of children with chronic conditions and disabilities, their families and the community
* to set forth recommendations on how health care providers and other community members can work together to meet the needs of chronically ill and developmentally disabled children

Key Components:

* preamble describing how the increased life span of chronically ill and handicapped children and legislation mandating access to public education has posed new challenges and opportunities for society
* descriptions of the needs of the ill or handicapped child, his or her family and the community
* outline of professional objectives for health care providers and a statement on their need to interface with other care providers

Recommendations:

* establish and maintain services by health care providers and the community that maximize each child's ability to contribute to society
* provide public education concerning chronic illness and develop mental disabilities
* promote legislation that will allocate additional financial resources, provide necessary services, and protect the rights of the handicapped

Contact:

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Focus: CARE FOR
CRITICALLY ILL CHILDREN

Title: Position Statement on Critical Care for Children (July, 1980)

Author: Association for the Care of Children's Health

Purpose:

- to promote humanizing quality care for critically ill children and their families in health care settings

Key Components:

- preamble describing the impact of illness and hospitalization on the child and calling for awareness of, and sensitivity to, the needs and rights of patients and family
- identification of core concepts concerning the needs of the child and family, staff, environmental quality, and ethical considerations

Recommendations:

- base services for critically ill children on an understanding of the meaning of illness and hospitalization to the child, normal growth and development and family dynamics
- provide continuing education programs to everyone involved in child's care
- advocate to increase policymakers' awareness of the special needs of critically ill children and their families

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Focus: CLINIC CARE
FOR YOUNG CHILDREN

Title:	Position Paper on Ambulatory Care for Children and Their Families (November, 1982)
Author:	Association for the Care of Children's Health
Purposes:	* to endorse standards for high quality, ambulatory care for children involving multidisciplinary teams of health care professionals responsive to the needs of children and families * to encourage hospitals and clinics to assess their current practices in order to meet these standards
Key Components:	* rationale describing the growth and importance of outpatient health care to child and family well-being * outline of the essential concepts supporting sensitive and effective ambulatory care
Recommendations:	* recognize and support the unique needs of the children and family during ambulatory/outpatient care * integrate parent and patient education into ambulatory care * address concerns regarding the child's need to develop and maintain self-esteem and mastery * educate staff about child and adolescent growth and development * enable staff to be available and empathetic to parents * design ambulatory settings to meet children's needs for play and privacy during treatment * continuously evaluate the quality of care, including parental opportunities to express concerns * maintain ethical principles such as confidentiality and respect for privacy
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Focus: HEALTH CARE FINANCING

Title:	Principles of Child Health Care Financing (June, 1983)
Author:	American Academy of Pediatrics
Purpose:	* to advocate for health care financing that provides for comprehensive, quality pediatric care
Key Components:	* critique of present system of health care financing that discriminates against children resulting in an unacceptable level of mortality and morbidity * outline of three principles which must guide all child health care financing
Recommendations:	* provide access to health care for children, regardless of family's ability to pay * implement standards to insure the delivery of comprehensive quality services * insure that cost containment measures, competition among health care financing mechanisms, and regulations do not impair access to quality care
Contact:	Virginia Speer, librarian American Academy of Pediatrics 141 Northwest Point Blvd. P.O. Box 927 Elk Grove Village, Illinois 60009-0927 (312) 228-5005

Title: Provision of Related Services for Children with Chronic Disabilities (April, 1985)

Author: American Academy of Pediatrics

Purposes:

- to establish the responsibility of physicians and the medical community in the supervision of medical care and health-related services in the schools
- to call for an expanded role for physicians in the delivery of "related services" as mandated by P.L. 94-142

Key Components:

- review of the mandate created by P.L. 94-142 and the provision for related services
- analysis of problems resulting from the lack of input from the medical profession
- recommendations for improved delivery of related services
- references

Recommendations:

- place the responsibility for supervision of medical and health-related services in schools with the physician, irrespective of source of payment
- require that the respective responsibilities of all agencies involved be clearly established
- encourage pediatricians to become informed concerning the needs of handicapped children and to seek representation on local committees that oversee placement of these children in schools
- require local education agencies to include pediatricians in both the development and implementation of Individual Education Plans
- change the definition of related services to include a role for physicians in the evaluation of children and in the therapeutic and oversight process

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Focus: HEALTH CARE ISSUES
IN CHILD CARE

Title: The Pediatrician's Role in Promoting the Health of a Patient in Day Care (July, 1984)

Author: American Academy of Pediatrics, Committee on Early Childhood, Adoption and Dependent Care, 1982-84

Purpose:

- to promote and define an expanded role for pediatricians involving greater communication with child care personnel based on knowledge of child care issues and options in the community

Key Components:

- statement noting the rise in working mothers and presenting the need for pediatricians to work more closely with other adults caring for their patients
- analysis of inadequacies of present system of communication between physician and child care personnel and the need for on-going, reciprocal exchanges of information concerning the health and development of the child
- identification of child care issues the pediatrician will need to address in his expanded role of family advisor
- outline of fruitful topics of communication between physician and child care providers

Recommendations: AAP recommends pediatricians:

- initiate more direct and effective methods of communication with child care personnel
- become knowledgeable about child care issues and specific program options in the community
- become receptive to the concerns of child care personnel
- assist families in making wise child care decisions and adjusting to the program

Contact:

Virginia Speer, librarian
American Academy of Pediatrics
141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, Illinois 60009-0927
(312) 228-5005

Title:	Child Life Position Statement (1979, rev. 1983)
Author:	Association for the Care of Children's Health
Purposes:	* to promote the implementation of child life programs in health care settings * to promote establishment of quality standards for services and academic preparation of child life personnel
Key Components:	* rationale for the establishment of child life programs * statement delineating essential goals of child life programs * outline of standards for personnel preparation and a professional ladder * policy statement concerning the administration of child life programs
Recommendation:	* establish child life programs staffed by trained personnel that promote children's optimum development, minimize psychological trauma, and strive to maintain normal living patterns
Contact:	Association for the Care of Children's Health 3615 Wisconsin Avenue N.W. Washington, D.C. 20016 (202) 244-1801

Focus: DEVELOPMENTALLY APPROPRIATE
PRACTICE BIRTH THROUGH
AGE EIGHT

Title: Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth through Age Eight (1986)

Author: National Association for the Education of Young Children

Purposes:

* to provide a clearer definition of developmentally appropriate practice for administrators, teachers, parents, policymakers, and others who make decisions about the care and education of young children
* to promote NAEYC criteria for high quality early childhood programs, and the standards for accreditation by the National Academy of Early Childhood Programs

Key Components:

* definitions needed to understand the concept of developmental appropriateness
* guidelines for developmentally appropriate practice for infants and toddlers, 3, 4, and 5-year-olds, and 6, 7, and 8-year-olds. Subheadings include: curriculum; adult-child interaction; relations between home and school; developmental evaluation of children
* policies essential for achieving developmentally appropriate early childhood programs
* references

Recommendations:

* tailor early childhood programs to meet the needs of children rather than expecting children to adjust to the demands of a specific program
* incorporate child-initiated, child-directed, teacher supported play as an essential component of developmentally appropriate practice
* provide developmentally appropriate placements in public schools for every child of legal entry age

Contact:

National Association for the Education of
Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009-5786
(202) 232-8777 or (800) 424-2460

NOTE: NAEYC's publication, Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age Eight (expanded edition) contains this position statement, their two position statements focused on appropriate practice for 4 and 5-year-olds and 5 through 8-year-olds plus chapters on appropriate care for children from birth to age 3, appropriate practice in programs for 3-year-olds, transitions, and informing others about developmentally appropriate practice.

Focus: APPROPRIATE
KINDERGARTEN PRACTICE

Title: Kindergarten Education: A Position Statement
(1987, rev. January 1988)

Authors: St. Louis Association for the Education of Young Children, Southwestern Illinois Association for the Education of Young Children

Purposes:

* to communicate to the public, school administrators, and to parents the components of a successful kindergarten program
* to delineate the many facets of an appropriate curriculum regardless of setting
* to present a useful reference for those wanting a deeper understanding of five-year old children and their kindergarten year

Key Components:

* outline of principles of child growth and development that serve as the foundation of education
* discussion of how young children learn
* curriculum outline organized around subject matter content
* statement on the importance of early and successful parent/child relationships
* statement concerning school enrollment and placement
* statement calling for continuity between various levels of early childhood education
* references
* list of related position statements

Recommendations:

* implement effective and comprehensive methods for evaluating kindergarten readiness
* encourage cooperation and communication between early childhood professionals in various settings and at different educational levels
* limit kindergarten class size to 20 or fewer students
* base curriculum activities on developmental principles which foster the growth of children as individuals

Contacts:

Susan W. Nall, Ph.D., Chair
Kindergarten Interest Group
Southern Illinois University - Edwardsville
Department of Curriculum and Instruction
Box 1122
Edwardsville, Illinois 62026
(618) 692-3082

Ann Schroer, Director
Eden Laboratory School
204 E. Lockwood
St. Louis, Missouri 63119
(314) 961-2808

Focus: SCHOOL AGE
CHILD CARE

Title: Position Statement on School Age Child Care in Virginia (March, 1988)

Author: Virginia Association for Early Childhood Education

Purpose:

* to submit to state officials, legislators, and others recommendations that will help assure quality experiences for school age children in child care programs

Key Components:

* rationale advocating that school age child care be based on sound principles of child development
* identification of characteristics of appropriate school age child care programs
* list of concerns about current school age child care programs
* eight recommendations

Recommendations:

* support legislative efforts to increase the affordability of school age child care and allow local school districts to operate school age child care programs
* provide more training opportunities for school age child care workers
* disseminate information about successful programs as potential models for communities and employers who want to start programs
* encourage employers' initiatives that promote support for families with school age children
* recruit groups such as retired teachers, volunteer workers, teens, and others as potential supplementary staff
* direct program activities toward real-living skills with opportunities to gain self esteem and success in a variety of activities

Contact:

DeAnna Doty Flanary, Vice President of Commissions
The Virginia Association for Early Childhood Education
College of Education and Human Development
Radford University
Radford, VA 24142
(703) 731-5476

Focus: CORPORAL PUNISHMENT

Title: Corporal Punishment of Children in Schools and Custodial Settings (1984)

Author: National Association of Social Workers, Inc.

Purposes:

* to support the advancement of social work practice
* to actively support the passage of legislation that outlaws the use of corporal punishment in schools, child care facilities, and institutions caring for children

Key Components:

* assessment of corporal punishment as a widespread, institutionalized method of discipline with a destructive effect on society
* review of the negative consequences of corporal punishment and evidence of its ineffectiveness in controlling inappropriate behavior and promoting positive alternatives
* summary of NASW policy
* references

Recommendations:

* oppose the use of corporal punishment as anti-ethical to the rights of the child, the best values of a democratic society, and of the social work profession
* actively support passage of legislation to ban corporal punishment in schools and all facilities caring for children
* support programs to prepare school personnel, parents, child care workers, and all adults caring for children to use nonviolent forms of discipline

Contact:

Joan Levy Zlotnik, staff director
Commission on Family and Primary Associations
National Association of Social Workers, Inc.
7981 Eastern Ave.
Silver Springs, Maryland 20910
(301) 565-0333

Title: Position Statement On: Kindergartens in Virginia (1983)

Author: The Virginia Association for Early Childhood Education

Purpose:

* to inform and influence state and elected officials, educators, administrators and the public in order to assure the implementation of quality kindergarten programs

Key Components:

* five educational and psychological principles supporting sound kindergarten programs
* critique of state emphasis on teaching basic skills which jeopardizes the scope, quality and equity of kindergarten programs
* 14 recommendations for enhancing quality and appropriateness of kindergarten programs
* critique of inadequate screening, evaluation, parental involvement and insufficiently trained administrators

Recommendations:

* direct state resources to maintaining comprehensive kindergarten programs that address the educational and developmental needs of children with varying entrance ages and educational needs, via appropriate learning materials and class size, adequate teachers planning time, teacher preparation and communication with parents
* provide continuous learning experiences from one grade level to another
* require administrative and supervisory personnel with responsibility for early childhood programs to have knowledge of child development and curriculum as required by the NK-3 endorsement
* encourage local school systems to provide diagnostic teams and support services for early identification of children with special needs

Contact:

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Focus: REAUTHORIZATION
OF CHAPTER 1

Title: Position Paper on Reauthorization of Chapter One of the Education Consolidation and Improvement Act (February, 1987)

Authors: ASPIRA of America, Center for Law and Education, Children's Defense Fund, Lawyers' Committee for Civil Rights Under Law, Mexican American Legal Defense and Educational Fund, National Association for the Advancement of Colored People, National Coalition of Title 1 Chapter 1 Parents, National Committee for Citizens in Education, National Community Education Association, National Council of La Raza, National Network of Runaway and Youth Services, National Urban Coalition, National Urban League, Project on Equal Rights of the NOW Legal Defense and Education Fund

Purpose:

- to set forth basic principles for improving and strengthening the original intent of Chapter 1 during its reauthorization in the 100th Congress

Key Components:

- rationale for increasing governments' participation in compensatory education via support of Chapter 1
- detailed proposals, grouped by area, for strengthening Chapter 1: program quality, parent involvement, targeting and fiscal requirements, limited-English-proficient students, children attending private schools, and other state and federal responsibilities

Recommendations:

- use reauthorization of Chapter 1 to set higher expectations for federal investment in compensatory education
- improve the quality of Chapter 1 programs to close the achievement gap between Chapter 1 students and their non-disadvantaged peers
- design Chapter 1 law to include the basic elements of an effectively organized parent involvement program
- increase appropriations for Chapter 1 in order to serve all eligible children
- address the unique needs of limited-English-proficient children in need of compensatory education
- continue efforts to devise administrative measures to deliver efficient and effective instruction to educationally deprived students enrolled in religious schools within the constraints of constitutional limitations
- strengthen the overall structure of state and federal monitoring and compliance

Contact:

National Coalition of Title 1 Chapter 1 Parents
National Parent Center
1314 14th Street, N.W., Suite 6
Washington, D.C. 20005
(202) 483-8822

Title: P.L. 99-457 Education of the Handicapped Act, Amendments of 1986 (January, 1988)

Author: Wyoming Department of Education

Purposes:

- to clarify significant changes in the education of handicapped preschool children resulting from passage of P.L. 99-457, the Education of the Handicapped Act Amendments of 1986
- to argue the State Department of Education's responsibility for implementing P.L. 99-457 versus other alternative proposals

Key Components:

- arguments supporting the State Department of Education (SDE) as responsible for the implementation of P.L. 99-457
- overviews of P.L. 99-457 and the effectiveness of early intervention programs for preschool children with handicaps
- description of current programs in Wyoming serving preschool handicapped
- description and defense of how the SDE will implement P.L. 99-457 in Wyoming
- discussion of financial aspects of program

Recommendations:

- select the State Department of Education to implement P.L. 99-457
- provide needed additional state funding to develop effective early intervention programs in Wyoming
- develop effective interagency cooperation between the SDE (responsible for preschool handicapped) and the Division of Community Programs (responsible for infant/toddler programs) to provide a developmental continuum for each child

Contact:

Wyoming State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002
(307) 777-7673

Focus: SOCIAL STUDIES CONTENT
FOR EARLY CHILDHOOD EDUCATION

Title: Social Studies for Early Childhood and Elementary School Children Preparing for the 21st Century (June, 1988)

Author: National Council for the Social Studies Board of Directors, NCSS Task Force on Early Childhood/Elementary Social Studies

Purposes:

- to discuss the definition, rationale, goals, and research base for social studies in the early childhood and elementary years (beginning with kindergarten)
- to identify relevant developmental characteristics that should be considered in planning a social studies program
- to review the current status of social studies in the elementary school
- to describe needed preservice and in-service education for teachers of early childhood and elementary social studies

Key Components:

- rationale for the importance of social studies curriculum in helping children become effective members of a democratic society
- global description of goals for early childhood and elementary social studies in terms of knowledge, skills, and attitudes
- description of developmental characteristics of children in kindergarten and the elementary grades as they relate to a social studies program
- review of research supporting more structured and focused inclusion of social studies in early childhood and elementary classrooms
- brief description of necessary preparation and ongoing professional development needed by early childhood and elementary teachers
- references

Recommendations:

- incorporate a systematically developed social studies program, around history and the social sciences, as an essential component of the curriculum in the early childhood and elementary years

Contact:

Salvatore J. Natoli, Director of Publications
National Council for the Social Studies
3501 Newark St., N.W.
Washington, D.C. 20016
(202) 966-7840

Focus: KINDERGARTEN READING

Title: Developmentally Appropriate Kindergarten Reading Programs: A Position Statement (no date)

Authors: Texas Association for the Education of Young Children, Committee on Developmentally Appropriate Kindergarten Reading. Cosponsors: The Texas Elementary Kindergarten and Nursery Educators, The Texas Association for Supervision and Curriculum Development, Texas Association of School Boards, Texas Association for Children and Adults with Learning Disabilities, Texas Association for Childhood Education, Texas Congress of Parents and Teachers

Purposes:

- to educate parents, teachers, and administrators about the unique learning style of young children
- to present current research and information which documents the need for developmentally appropriate reading experiences in kindergarten and pre-kindergarten

Key Components:

- statement expressing concern about increasing academic pressures on young children
- review of recent literacy research that has prompted reformulation about how children learn to read with teaching implications for teachers and parents
- responses to frequently asked questions concerning the effects of developmentally inappropriate kindergarten reading programs on young children's later reading abilities
- reinterpretation of Texas Board of Education rules which require minimum time periods for subjects taught in each grade level to stress developmentally appropriate curricula and teaching methodology
- descriptions of developmentally appropriate and developmentally inappropriate kindergarten reading programs
- references

Recommendations:

- implement pre-kindergarten and kindergarten reading programs that emphasize oral and written language for real life purposes meaningful to the child, rather than by analyzing and memorizing the forms of language
- implement state mandated instructional time allocations within developmentally appropriate curricular arrangements in which instruction occurs in a variety of contexts throughout the day

Contact:

Janet Black
Texas Association for the Education of Young Children
College of Education
North Texas State University
Denton, Texas 76203-3857
(817) 565-2940

Focus: EARLY CHILDHOOD
LITERACY DEVELOPMENT

Title: Reading and Writing in Early Childhood
(May, 1985)

Author: International Reading Association, Early Childhood and Literacy Development Committee

Purpose:

- to present research findings that indicate the importance of positive home and school environments for the literacy development of young children

Key Components:

- description of the earliest stages of literacy development
- outline of characteristics of home environments that promote positive literacy development
- outline of characteristics of school and child care environments that promote literacy development

Recommendations:

- promote children's interactions with adults in speaking, listening, reading, and writing situations
- encourage independent exploration of print, and adult modeling of language and literacy

Contact:

International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, Delaware 19714-8139
(302) 731-1600

Focus: ALL DAY, DAILY
KINDERGARTENS

Title:	Kindergarten Excellence: Developmentally Appropriate, All Day, Daily Kindergarten (February, 1988)
Author:	Minnesota Early Childhood Teacher Educators
Purposes:	* to advocate for publicly funded all day, daily kindergarten programs in Minnesota * to influence curriculum and teaching practices
Key Components:	* an overview of current Minnesota kindergarten practices * an analysis of the educational impact of various attendance patterns * support for developmentally appropriate curriculum and instruction * cost projections for full day, daily kindergarten
Recommendations:	* fund all day, daily kindergartens with public monies * provide developmentally appropriate kindergarten programs with staff/child ratios that permit individualization, group size that allow opportunities for interaction, strong partnership between home and school, and continuous evaluation of program quality
Contact:	Corinna Moncada, Specialist Early Childhood Education Minnesota Department of Education Capitol Square 550 Cedar Street St. Paul, Minnesota 55101 (612) 296-4065

Focus: APPROPRIATE
KINDERGARTEN PRACTICE

Title: Kindergarten Issues: A Position Paper
(May, 1987)

Author: Oregon Department of Education

Purpose:

- to assist teachers and administrators in preparing curriculum and setting priorities for kindergarten programs

Key Components:

- rationale for a position paper on kindergarten curriculum
- description of the kindergarten child's developmental characteristics
- discussions of kindergarten issues: value of concrete experiences, the role of play, subject matter integration, child-selected and teacher-directed activities, literacy and language development, developmental assessment, guidelines for testing, self control and autonomy
- implications for kindergarten education of the Essential Learning skills identified by Oregon Department of Education as part of its "Action Plan for Excellence"
- references

Recommendations:

- focus kindergarten instruction on the total development of the child
- provide developmentally appropriate learning materials and experiences
- limit group size to 18-20 children with a minimum of two adults
- include a fully certified teacher and a full-time instructional aide in each classroom
- base all instruction on the child's language
- never label or place a child in special education on the basis of any single test score
- determine developmentally appropriate ways to help children grow toward developing each "essential skill" (as identified by the Oregon Department of Education)

Contact:

Randy Hitz, Specialist Early Childhood Education
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, Oregon 97310-0290
(503) 373-7900

Title: Position Statement: Advocacy for Appropriate Educational Services for All Children (no date)

Authors:
The National Association of School Psychologists
The National Coalition of Advocates for Students

Purpose:

- to propose alternatives to the present funding and delivery system of special educational services so that the needs of all children can be met, irrespective of race, culture and language, socio-economic status, or educational need

Key Components:

- statement supporting the goals of P.L. 94-142
- analysis of serious problems within the present funding and delivery system which requires that children be labeled handicapped in order to receive specialized educational services
- outline of four key beliefs which define NASP's commitment to the delivery of effective and appropriate education for every child
- proposal for piloting alternative service delivery models

Recommendations:

- develop a new funding and delivery system to reduce the rigidities of the present categorical model without taking away the protections offered by P.L. 94-142
- experiment with temporary parallel systems, the categorical P.L. 94-142 model, and a system of educational services within general education
- advocate for policy and funding changes needed to implement these alternatives
- encourage collaboration and coordination of efforts among interested persons and organizations in order to generate a new national initiative
- initiate extensive retraining of school personnel to enable them to work effectively with all children with special needs, within the regular education system

Contact:
Neil Browning or Kevin Dwyer
National Association of School Psychologists
1511 K Street, N.W.
Suite 716
Washington, D.C. 20005
(202) 638-4750

Title: Kindergarten Education (January, 1984)

Author: Oklahoma Association on Children Under Six,
Kindergarten Education Position Paper Committee

Purpose:

- to advocate for kindergarten programs based on developmental theory and research which promote the total development of the child

Key Component:

- summary of OACUS' position
- descriptive outline of characteristics of kindergarten-aged children and their learning style
- discussion of kindergarten reading instruction with statements rejecting whole class, formal instruction and supporting the whole language experience approach
- recommendations for development of quality kindergarten programs
- references

Recommendations:

- develop kindergarten programs based on developmental theory and research which promote the total development of the child
- support programs that recognize the importance of play as a vehicle for learning
- provide an activity-centered approach to learning
- value the uniqueness of each child through individualization of experience
- utilize developmentally appropriate methods and materials
- do not pressure or push academics
- provide for parent education and involvement
- employ staff with training in kindergarten education and provide in-service training

Contact:

Oklahoma Association on Children Under Six
c/o Ann Mills, President
335 HEW
Oklahoma State University
Stillwater, Oklahoma 74078
(405) 624-5061

Title: A Position Statement on Kindergarten Programs in Kentucky (1983)

Author: The Kentucky Association on Children Under Six

Purposes:

* to outline concerns regarding inappropriate or inadequate practices in kindergarten programs
* to offer recommendations for program improvement

Key Components:

* statement commending the State Department of Education and school districts for their efforts to deliver developmentally appropriate programs under pressures for accountability and back-to-basics
* summary of fundamental child development concepts and educational practices that guide appropriate kindergarten programs
* outline of conditions and practices causing concern
* recommendations

Recommendations:

* provide teachers daily planning time
* recommend knowledge and experiences in early childhood education for all administrative and supervisory personnel
* insure that programs meet the developmental needs of 5-year-olds
* provide paid teacher aides
* establish pupil-teacher ratio of 20-to-1 with adjustments for placement of special-needs children
* use evaluative procedures that are developmentally appropriate and reflect the objectives of the instructional program
* require teacher preparation that emphasizes developmentally appropriate experiences and provide in-service training
* provide opportunities for parents to become involved

Contact:

Kentucky Association for the Education of
Young Children
c/o Marlene McCullough, President
Model Lab School
Eastern Kentucky University
Richmond, Kentucky 40475
(606) 622-1041

Focus: APPROPRIATE
KINDERGARTEN PRACTICE

Title: The Child-Centered Kindergarten (April, 1987)

Authors: Joan Moyer, Harriet Egertson, and Joan Isenberg for The Association for Childhood Education International

Purposes:

* to combat the trend toward highly structured, academically-oriented kindergarten programs
* to support high quality kindergarten programs that provide developmentally appropriate experiences for children

Key Components:

* statement of ACEI's position on kindergarten programs
* description of developmentally appropriate kindergarten programs including: program goals, role of play, program implementation, appropriate physical environment, and teacher roles
* references

Recommendations:

* provide education for the whole child, including physical, social/emotional, and intellectual development
* organize instruction around each child's developmental needs, interests, and learning styles
* emphasize the processes of learning rather than focusing on finished products
* recognize that each child follows a unique pattern of development and that kindergarten children learn best through first hand experiences with people and materials
* affirm the importance of play to children's total development
* staff kindergartens with teachers trained and knowledgeable in appropriate programs for five-year-olds
* educate central administrators, supervisors, and building principals about the developmental needs of kindergarten children and the unique needs of the kindergarten program

Contact:

Lucy Prete Martin, Editor and Director of Publications
Association for Childhood Education International
11141 Georgia Avenue, Suite 200
Wheaton, Maryland 20902
(301) 942-2443 or (800) 423-3563

Title: The Banning of Corporal Punishment (February, 1987)

Author: John R. Cryan for the Association for Childhood Education International

Purposes:

- to campaign against corporal punishment in child care, school, and other educative settings
- to suggest alternative disciplinary practices

Key Components:

- review of the movements to ban corporal punishment in U.S. schools
- ACEI 1985 resolution condemning the use of corporal punishment and calling for a position paper on the issues
- definition of corporal punishment
- summary of religious beliefs, historical and legal practices that support the continued practice of corporal punishment
- data on the incidence of physical punishment in schools
- description of potential physical injuries caused by physical punishment and related accidents
- research findings documenting negative impact of corporal punishment on the intellectual and psycho-social development of children
- concluding statement and recommendations for alternative methods of discipline
- references

Recommendations:

- promote fundamental changes in adult understanding of discipline. Adults must:
  - distinguish between discipline and punishment
  - view discipline as motivated by internal controls rather than by fear
  - recognize and respect the rights of children
  - seek to understand causes and motives of misbehavior
- promote effective discipline in schools:
  - improve school climate through involvement of all personnel
  - implement staff in-service training that focuses on techniques to motivate students and positive discipline
  - prevent behavior problems by early identification and follow-up counseling

Contact:

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Focus: STANDARDIZED TESTING
OF YOUNG CHILDREN

Title: Position Statement on Standardized Testing of Young Children Three Through Eight Years of Age (November, 1987)

Author: National Association for the Education of Young Children

Purpose:

- to guide the decisions of educators regarding the use of standardized tests and, indirectly, to influence commercial test developers to produce valid, reliable, and useful tests

Key Components:

- statement of the problem
- definitions of "testing" terminology
- seven guidelines for the use and interpretation of standardized testing, focusing on achievement, readiness, and developmental screening tests
- selected resources
- references

Recommendations:

- restrict the use of standardized testing in early childhood programs to situations in which testing provides information that will clearly contribute to improved outcomes for children (utility criterion)
- base decisions that have a major impact on children, such as enrollment, retention, or assignment to remedial or special classes, on multiple sources of information

Contact:

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Title:	Position Statement on Developmentally Appropriate Practice in Programs for Four and Five-Year-Olds (1986)
Author:	National Association for the Education of Young Children
Purposes:	* to promote developmentally appropriate programs for all four and five-year-old children (prekindergarten and kindergarten) * to distinguish appropriate from inappropriate practices for four and five-year-olds
Key Components:	* description of how young children learn * integrated components of appropriate and inappropriate practice for four and five-year-old children * bibliography, organized by categories
Recommendations:	* organize early childhood programs for four and five-year-olds based on knowledge of how young children learn, emphasizing children's active involvement in learning * provide developmentally appropriate placements in public schools for every child of legal entry age * cautiously implement developmental evaluations of children to prevent discrimination and to ensure accuracy * hire early childhood teachers with college level specialized preparation in early childhood education/child development and supervised experience with four and five-year-olds * limit group size and teacher-child ratios to no more than 20 children with 2 adults to enable individualized and age appropriate programming
Contact:	National Association for the Education of Young Children 1834 Connecticut Avenue, N.W. Washington, D.C. 20009-5786 (202) 232-8777 or (800) 424-2460

Title: Position Statement on Developmentally Appropriate Practice in the Primary Grades Serving Five Through Eight-Year-Olds (1988)

Author: National Association for the Education of Young Children

Purposes:

- to distinguish developmentally appropriate from developmentally inappropriate practices in the primary grades
- to inform decisionmakers (teachers, parents, school administrators, policymakers) about appropriate primary grade educational practices

Key Components:

- rationale for concern with developmentally appropriate practice in the primary grades
- description of development and learning in primary age children
- delineation of seven principles of practice derived from an understanding of development and learning
- integrated components of appropriate and inappropriate practice in the primary grades
- references
- selected bibliography organized by categories

Recommendations:

- organize primary grade programs based on knowledge of how children 5 through 8-years learn, emphasizing the "whole child", active learning opportunities, an integrated curriculum, and parent involvement
- evaluate each child's progress through observation and recording at regular intervals (vs. use of letter or numerical grades)
- allow children to progress through the curriculum at different paces; eliminate grade promotions and failures
- limit group size and teacher-child ratio to no more than 25 children with two adults, one of whom may be a paraprofessional or 15 to 18 children with one teacher
- hire teachers qualified to work with 5 through 8-year-olds through Early Childhood Education degree programs or Elementary Education degree programs with a specialty in Early Childhood Education, plus supervised field experience with this age group
- staff before-and-after-school programs with individuals trained in early childhood education, child development, and/or recreation

Contact:

National Association for the Education of
Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009-5786
(202) 232-8777 or (800) 424-2460

Title: School Entry Programs (1984)

Author: Michigan Association for the Education of Young Children

Purpose:

- to serve as a reference for parents, educators, and policy makers as they address the issues of appropriate school entry programs and enrollment policies

Key Components:

- statement describing the changing focus of kindergartens, from child-centered programs to one emphasizing academic skills
- summary of basic beliefs about the process of child development and the education of young children
- recommendations for effective program development
- description of an appropriate school entry program and support services
- discussion of the wide range of developmental levels present at kindergarten entry
- presentation of three general approaches used by schools to address diversity of children's developmental levels at school entry
- summary of MiAEYC position on appropriate school entry programs
- bibliography

Recommendations:

- insure each child's right to participate in an appropriate school entry program
- create programs that recognize and accommodate each child's unique rate of growth and learning
- develop good school programs with planning that involves school personnel, parents, and the community
- implement programs that provide a wide range of appropriate experiences to foster the total development of the child
- provide kindergarten programs with necessary material and equipment
- provide auxiliary support services to kindergarten programs

Contact:

Michigan Association for the Education of
Young Children
State Office
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Ann Arbor, Michigan 48103
(313) 662-7619

Focus: APPROPRIATE PRACTICE IN
THE PRIMARY GRADES

Title: Position Statement on The Primary Years in Virginia (1984)

Author: The Virginia Association for Early Childhood Education

Purpose:

* to present to state officials, legislators, school administrators, teachers, parents, and others, recommendations that would assure quality experiences in the primary years

Key Components:

* characteristics of appropriate primary programs
* list of concerns with current primary programs
* fifteen specific recommendations

Recommendations:

* base the curriculum for the primary years on sound principles of child development
* periodic reassessment by school staff of their philosophy and its relation to practice
* seek continuity of instruction
* base decisions of promotion and retention on a child's total growth - not just achievement of specified skill levels - using a variety of assessment tools
* include teachers in instructional decision-making
* inform parents of child development principles and educational philosophy and encourage their involvement
* encourage administrative and supervisory personnel to be informed about child development and primary education
* attract the brightest high school graduates into teaching

Contact:

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Virginia Association for Early Childhood Education
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Focus: FOUR-YEAR-OLD PROGRAMS
IN PUBLIC SCHOOLS

Title:	Position Statement on Quality Four-Year-Old Programs in Public Schools (no date)
Author:	Sandra J. Nicholson, Kathryn Castle, Judy E. Doebler and Shirley Raines for The Southern Association on Children Under Six
Purposes:	* to advocate for four-year-old public school programs uniquely designed for that age group * to present quality standards for four-year-old programs
Key Components:	* discussion concerning the growing demand for public four-year-old programs and the need to insure that these programs are developmentally appropriate * summary of the characteristics of the four-year-old * summary of key developmental learning experiences for the four-year-old * outline of recommended quality standards * outline of negative practices * statement on the role of public schools in advancing appropriate programs for four-year-olds * references
Recommendations:	* develop early childhood programs and environments based on knowledge of child development research and the specific needs of four-year-olds and their families * establish age eligibility for entrance and offer sessions of not less than one half day * employ only those professionally trained in early childhood education and development * maintain 1-7 adult-child ratio not to exceed 1-10 * include a parent component in four-year-old programs in the public school * establish a process of communication among four-year-old programs, kindergarten, and primary grades * implement appropriate, periodic evaluations and observations of children
Contact:	Southern Association on Children Under Six Box 5403 Brady Station Little Rock, Arkansas 72215 (501) 663-0353

Focus: KINDERGARTEN
AGE OF ENTRY

Title: Response to Entry Age Report (February, 1987)

Author: Maryland State Department of Education

Purposes:

- to respond to legislative action calling for later public school entry
- to respond to the recommendations presented by the Maryland Committee on Age of Entry

Key Components:

- endorsement of the recommendations of the Age of Entry Report's calling for more effective ways to meet the diverse needs and abilities of first entry children and improved instructional programming
- statement opposing a change in the age of school entry as a means of reducing early childhood learning problems and insuring later academic success
- discussion of the issues involved in determining the age of school entry, including a statement rejecting the implementation of transitional programs
- ten recommendations for improved early childhood education

Recommendations:

- inform the public and education personnel concerning the issues surrounding entry age of children into public schools
- present parents with options for entering their children in public school
- reject the model of transitional kindergarten and first grades
- establish a curricular framework based on developmental expectations for learning and developmental program standards
- support the development and/or selection of curriculum - referenced readiness tests and continue to refine a state-wide early identification process
- support the expansion of pre-kindergarten education in public schools
- establish different models of early instructional programs state-wide to document effective instructional approaches
- build a system of collecting information to monitor and evaluate program effectiveness from pre-kindergarten to grade three

Contact:

Joseph Showell
Specialist, Early Childhood Education
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, Maryland 21201-2595
(301) 333-2380

Focus: DEVELOPMENTALLY APPROPRIATE
PROGRAMS FOR 4-AND 5-YEAR OLDS
IN THE PUBLIC SCHOOLS

Title:	Position Statement on Developmentally Appropriate Education Programs for Four and Five-Year-Olds in the Public Schools (1986)
Author:	Iowa Association for the Education of Young Children
Purposes:	* to publicly reject academic trends in early childhood programs * to present developmentally appropriate curriculum and practice to guide development of quality early childhood programs
Key Components:	* rationale for statement * description of the developmental characteristics of young children * defense of play in the curriculum * outline of characteristics of developmentally appropriate curriculum and practice * statement on the need for quality "adult-child relations" * discussion of the importance of cooperation between home and school * references
Recommendations:	* reject recent academic trends in curriculum for four-and five-year-olds * develop and implement developmentally appropriate programs * certify teachers with "endorsement 53 or 53 and 10" * endorse Department of Human Services licensing regulations as a minimum for adult/child ratio, safety and health standards, and space requirements
Contact:	Carol Alexander Phillips 1207 E. Franklin Indianalo, Iowa 50125 (515) 961-7369 or (515) 281-7844

Title: *Position Statement on Programs for Four-Year-Olds in Virginia* (March, 1988)

Author: The Virginia Association for Early Childhood Education

Purposes:

* to clarify VAECE's concerns over the establishment of preschool programs for four-year-olds as recommended by the Governor's Commission on Excellence in Education, October, 1986
* to offer recommendations for appropriate practices in early childhood programs

Key Components:

* concerns over dangers of implementing inappropriate programs for four-year-olds and restricting programs to public schools
* list of eight program components that should be characteristic of programs for four-year-olds
* integrated components of appropriate and inappropriate practice for four and five-year-old children
* list of 15 recommendations
* references

Recommendations:

* implement programs for four-year-olds that demonstrate developmentally appropriate practice and recognize play as the cornerstone of the curriculum
* employ teachers with course work in early childhood education/child development and supervised experience with this age group
* limit group size for four-year-olds to 18 children with two adults
* employ administrator or building principals who have completed a minimum of nine semester hours of early childhood education courses with a focus on developmental characteristics of young children and design of appropriate programs
* provide teachers with appropriate furniture, architectural features and sufficient quantities of materials, equipment, and supplies appropriate for a developmental indoor and outdoors curriculum, including sufficient quantities of materials, and sufficient indoor and outdoor space
* implement plans for safe, dependable transportation
* encourage parent participation in a variety of ways
* establish a process to enhance communication among early childhood programs within a school and to facilitate children's transitions from one level to the next
* encourage school divisions to explore alternative ways to offer four-year-old programs
* investigate ways to blend services of half-day programs

in public schools with programs that offer full-day care

Contact:

DeAnna Doty Flanary
Vice-president of Commissions
Virginia Association for Early Childhood Education
College of Education and Human Development
Radford, University
Radford, Virginia 24142
(703) 731-5476 or (703) 731-5302

Title: Educational Programming for Five-Year-Olds (1983)

Author: Connecticut Association for the Education of Young Children

Purposes:

* to affirm the value of high quality early childhood education
* to analyze the characteristics of quality programs
* to endorse Connecticut's Education Commissioner's emphasis on early childhood education

Key Components:

* endorsement of early childhood programs that meet the developmental needs of young children
* discussion of four characteristics of quality programs

Recommendations:

* emphasize active learning and play rather than rote written drill on narrow tasks
* maintain group size of 20 or fewer children
* maintain adult/child ratio of 1:10
* staff programs with experienced teachers trained in child development and early childhood education

Contact:

Claudia Shuster
Capitol Region Education Council
Early Childhood Consultation
73 Rockwell Avenue
Bloomfield, Connecticut 06002
(203) 243-0301

Focus: FULL-DAY
KINDERGARTEN

Title: A Position Paper on The Full Day Kindergarten
(October, 1983)

Author: Small School Districts
Connecticut Association of School Administrators

Purposes:
- to analyze the pros and cons of state mandated full-day kindergarten programs
- to make recommendations about proposed state mandated full-day kindergartens

Key Components:
- six reasons why full day kindergarten needs further study in rural or small school systems
- conclusions and recommendations

Recommendations:
- consider a non-mandated full day kindergarten for those children determined to be ready by screening tests
- reject full-day, state mandated programs as they place an undue burden on local districts
- reject the highly structured instructional program of the present kindergarten curriculum as inappropriate for a full day program
- reject full day kindergarten programs filled with free play, lunch, and rest periods as very expensive day care

Contact:
Nicolas D'Agostino
Connecticut Association of School Administrators
64 St. James Street
West Hartford, Connectict 06119
(203) 236-8640

Focus: PARENT INVOLVEMENT

Title: Parent Involvement: Individual and Organizational Rights and Responsibilities in the Education of Children (1986)

Author: The National Congress of Parents and Teachers (PTA)

Purpose:

- to articulate parental responsibilities and those of organizations which reflect the community's collective aspirations for the education of young children

Key Components:

- a listing of parents' responsibilities to their children
- a listing of parental rights in relation to children's schooling
- a listing of PTA's responsibilities as an organization of interested parents and others acting to affect the education of all children
- a listing of PTA's organizational rights in its functioning as an independent, nonpartisan child advocacy group

Recommendation:

- provide parents opportunities for involvement in their children's schools
- provide needed student transportation to ensure equity
- provide specialized schools to ensure a fair selection process
- ensure standards governing school curricula, personnel and student performance, provide access to equal opportunities
- provide adequate and objective information to parents so they can make informed decisions

Contact:

The National Congress of Parents and Teachers
700 North Rush Street
Chicago, Illinois 60611-2571
(312) 787-0977

Focus: PUBLIC EDUCATION

Title: Support of Public Education (1983)

Author: The National Congress of Parents and Teachers (PTA)

Purpose:
- to identify the successes of public education and to work to correct its weaknesses

Key Component:
- identification of three key components to educational excellence: parental and community involvement, competent and caring educators, and adequate funding of public education

Recommendations:
- spend public funds only on public education
- focus on strengthening public education

Contact:
The National Congress of Parents and Teachers
700 North Rush Street
Chicago, Illinois 60611-2571
(312) 787-0977

Focus: SCHOOL AGE
CHILD CARE

Title: School-Age (Latch Key) Child Care Programs and Child Care Facilities for Preschool Children (May, 1985)

Author: The National Congress of Parents and Teachers (PTA)

Purpose:

- to create public awareness of the importance of child care programs for school-age children

Key Components:

- characteristics of appropriate programs and facilities for school-age child care
- efforts needed by parents and community organizations to develop and maintain quality child care programs and facilities

Recommendations:

- be knowledgeable about existing educational facilities and agencies providing school-age child care
- cooperate with existing programs and the development of community awareness programs for early detection of child abuse and neglect
- support development of preventive and treatment programs for parents and children regarding child abuse
- continue to promote programs to strengthen family and home life
- encourage regulations and laws that provide a safe environment for children including qualified personnel who have had background and psychological checks
- seek state and federal funding for the development and maintenance of preschools and school-age child care programs and facilities

Contact:

The National Congress of Parents and Teachers
700 North Rush Street
Chicago, Illinois 60611-2571
(312) 787-0977

Title: Kindergarten: What Should Be (August, 1984)

Author: The Chicago Association for the Education of Young Children, Public Policy on Kindergarten Subcommittee for Commission on Child Development and Elementary Schooling

Purposes:

- to combat the academic demands being placed on kindergartners
- to highlight the procedures and practices which best support the interests of children

Key Components:

- rationale for developing position paper on kindergarten practice
- a series of brief papers providing understandings for appropriate kindergarten practice including: developmental characteristics of five-year-olds, parent-teacher relationship, program assessment, curriculum areas of mathematics, social studies, science, play, reading and writing, creative arts, use of microcomputers, and child assessment
- references

Recommendation:

- implement kindergarten programs that are broadly developmental rather than narrowly designed to achieve limited, objectively measured outcomes
- employ kindergarten teachers who are specialists in early education with an understanding of developmental principles (versus an interchangeable unit of an elementary school faculty)
- utilize a dynamic and holistic approach to assessments of individual children
- seek to influence the direction of kindergarten practices

Contact:

Chicago Association for the Education of Young Children
410 South Michigan Avenue, Suite 401
Chicago, Illinois 60605
(312) 427-5399

Focus: KINDERGARTEN PRACTICES

Title: Position Statement for Developmentally Appropriate Kindergartens (May, 1986)

Author: West Virginia Association for the Education of Young Children

Purpose:

* to disseminate a professional statement identifying developmentally appropriate practices in kindergarten

Key Components:

* statement of concern regarding inappropriate trends in kindergarten education
* outline of characteristic behaviors of five-year-old children
* list of criteria for educational programs for five-year-olds
* six recommendations directed to school systems
* references

Recommendations:

* hire highly qualified public school teachers with specialized training in early childhood education
* urge the State Department of Education to meet the NAEYC standards for kindergarten teacher certification
* set adult/student ratio at one certified teacher and one professional for every 20 children
* provide relevant in-service training to teachers, professionals, principals and supervisors
* provide specialized training and in-service for teachers and paraprofessionals working with children with special needs
* provide budgets for replacement and purchase of materials

Contact:

Jo Cleek, Ed.D.
Glenville College
Glenville, West Virginia 26351
(304) 452-7361

Title: Education at the Crossroads: A Call for Educational Reform that Makes a Difference (1984)

Author: The American Orthopsychiatric Association Inc.

Purpose:

- to contribute to a productive debate on public policies related to the substance and direction of educational reform by raising necessary questions and focusing on critical issues

Key Components:

- analysis of the shortcomings of present recommendations for education reform
- outline of factors that must be carefully considered when planning lasting reforms, including a mandate for educational improvement backed by financial commitment, and solutions that address a broad range of social and economic problems

Recommendations:

- consider all the aspects of society that influence children's performance in schools
- articulation of the need for comprehensive educational reforms rather than rehash of old, unsuccessful ideas
- press for leadership from the federal government
- advocate for adequate funding from federal, state and local governments and the private sector

Contact:

The American Orthopsychiatric Association, Inc.
19 W. 44th Street, Suite 1616
New York, New York 10036
(212) 354-5770

Focus: KINDERGARTEN ENTRY
AND PLACEMENT

Title: Unacceptable Trends in Kindergarten Entry and Placement (1987)

Author: National Association of Early Childhood Specialists in State Department of Education

Purposes:

- to increase public awareness of current kindergarten policies and practices
- to serve as a catalyst for change at local, state, and national levels

Key Components:

- identification of unacceptable trends in kindergarten education
- outline and discussion of six principles that should guide appropriate kindergarten entry and placement
- references

Recommendations:

- create policies to assure children's legal right to enter public school and participate in a beneficial educational program
- develop child-centered kindergartens
- implement developmentally appropriate curriculum
- reduce class sizes
- hire qualified early childhood specialists as kindergarten teachers

Contact:

Janet E. Perry
Consultant Early Childhood Education
South Carolina Department of Education
Columbia, South Carolina 29201
(803) 734-8500

or

Contact your own State Department Director of Early Childhood Education

Focus: MULTICULTURAL EDUCATION

Title: Multicultural Education: A Position Statement (1988)

Author: The Southern Association on Children Under Six

Purpose:
* to establish goals and objectives that will prepare teachers, parents, and children for life in a culturally diverse, multi-ethnic society

Key Components:
* arguments on the importance of multicultural education
* list of objectives to guide the process of becoming more understanding and accepting of all people
* description of teacher's role in fostering multicultural awareness in educational settings and in relationships with parents

Recommendations:
* create and maintain cultural awareness in early childhood classrooms by respecting the learning style of various ethnic groups
* develop multicultural and multi-ethnic programs

Contact:
The Southern Association on Children Under Six
P.O. Box 5403
Brady Station
Little Rock, Arkansas 72215
(501) 663-0353

Focus: APPROPRIATE
KINDERGARTEN PRACTICES

Title: Position Statement on Developmentally Appropriate Educational Experiences for Kindergarten (1984)

Author: The Southern Association on Children Under Six

Purposes:

* to reject academic, skill-oriented curriculum content in kindergarten
* to describe and advocate for kindergarten programs that meet children's needs, regardless of culture, handicaps or other individual differences

Key Components:

* criticism of inappropriate practices in kindergarten programs
* outline of child development principles to guide kindergarten program development
* guidelines for developing child-centered kindergarten programs
* description of appropriate use of kindergarten assessment and its implementation
* references

Recommendations:

* encourage teachers, parents and other citizens to work together to develop programs that meet children's needs

Contact:

The Southern Association on Children Under Six
P.O. Box 5403
Brady Station
Little Rock, Arkansas 72215
(501) ~~227-6404~~ 663-0353

Focus: APPROPRIATE KINDERGARTEN PRACTICE

Title: Kindergartens in Louisiana (May, 1984)

Author: Louisiana Association on Children Under Six

Purposes:

- to identify major concerns regarding kindergarten education in Louisiana
- to make recommendations regarding the improvement of educational programs for five-year-olds in the state

Key Components:

- description of inappropriate practices in kindergarten programs in Louisiana and statement of concern
- four characteristics of appropriate kindergarten programs
- statement on the importance of developmental kindergarten programs for children's future educational success

Recommendations:

- institute massive in service education for kindergarten teachers, parish supervisors, and administrators on child development and diagnostic teaching
- require schools to supply kindergartens with appropriate basic equipment and concrete instructional materials
- set kindergarten entry at 5 years-of-age by September 1st
- appoint an Early Childhood Coordinator in the State Department of Education and institute and chair a task force on early childhood education
- create incentives to attract superior individuals into kindergarten certification programs
- institute screening to identify potentially high risk learners and assist in planning appropriate instruction

Contact:

Dr. Rosalind Charlesworth, Chairperson
LACUS Kindergarten Committee
4253 D. Jefferson Woods Drive
Baton Rouge, Louisiana 70809
(504) 388-2331

Focus: PUBLIC SCHOOL EARLY CHILDHOOD PROGRAMS

Title: Early Childhood Education: A Position Paper (November, 1983)

Author: Virginia V. Guldager, James E. Crosson, Candace Jones, Carolyn W. Lester, Jean Rustici, Dianne H. Warner, Holden T. Waterman for the Connecticut State Department of Education

Purpose:

* to present a set of policy recommendations as an initial step toward implementing the state department's conceptual framework and plan for the establishment of an early childhood education system

Key Components:

* discussion, defense, and rationale for lowering the age of compulsory school attendance from seven to five years of age
* list of pros and cons for lowering the age of compulsory school attendance
* outlines of necessary modifications in state statutes and the resultant consequences for departmental activity and local and regional boards of education if entry age is lowered
* arguments in favor of extension of half-day kindergartens to full-day kindergarten programs*
* list of pros and cons regarding the involvement of children and teachers in full-day kindergarten programs
* outline of necessary modifications in state statutes and the consequences of such changes for departmental activity and local and regional boards of education if full day kindergartens are implemented
* references

Recommendation:

* to incorporate recommendations into the State Board of Education's 1983-84 legislative proposal to amend the Connecticut General Statutes:
  - to require school attendance for the school year if a child attains the age of 5 by January 1
  - to reflect that programs of instruction for children under the age of six years shall address the required subject matter in a developmentally appropriate manner
  - to reflect that each child may enter the school system without discrimination based on "readiness"

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* Carolyn Lester has indicated that neither of these legislative proposals were passed; subsequent legislation established an extended day kindergarten grant.

- * The State Board of Education should:
  - . initiate legislation to change the kindergarten program from a 2-1/2 hour program to a full-day, developmentally and educationally sound program offering a wider range of learning opportunities
  - . publish a kindergarten program guide and provide training, technical assistance, public awareness and other activities necessary to assure effective implementation of a full-day kindergarten program

Contact:

Dr. Carolyn Lester
Connecticut Department of Education
Box 2219
Hartford, Connecticut 06145
(203) 566-5582

Appendix B

LISTING (BY NAME AND ADDRESS) OF ORGANIZATIONS

* State SACUS or AEYC affiliates are not listed unless they have a permanent office. Addresses of state and local affiliates of the National Association for the Education of Young Children can be requested from NAEYC at (800) 424-2460, and affiliates of the Southern Association on Children Under Six can be requested from SACUS at (501) 227-6404.

Action for Child Protection
2323 South Troy St., Suite 202 F
Aurora, CO 80014
(303) 369-8008

Action for Children's Television
20 University Road
Cambridge, MA 02138
(617) 876-6620

American Federation of Labor -
Congress of Industrial Organizations
(AFL-CIO)
815 16th Street, N.W.
Washington, DC 20006
(202) 637-5000

American Academy of Child and
Adolescent Psychiatry
3615 Wisconsin Avenue, N.W.
Washington, DC 20016
(202) 966-7300

American Academy of Pediatrics
141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, IL 60009-0927
(312) 228-5005

American Association for
Gifted Children
140 E. Monument Avenue
P.O. Box 2745
Dayton, OH 45401
(513) 461-1687

American Association of
University Women
2401 Virginia Avenue, N.W.
Washington, DC 20037
(202) 785-7700

American Bar Association National
Legal Resource Center for Child
Advocacy and Protection
1800 M. Street, N.W.
Washington, DC 20036
(202) 331-2250

American Home Economics Association
2010 Massachusetts Avenue, N.W.
3rd Floor
Washington, DC 20036
(202) 862-8300

American Humane Association
(American Association for
Protecting Children)
9725 E. Hampden Avenue
Denver, CO 80231
(303) 695-0811

American Montessori International
United States of America
1095 Market Street, Suite 405
San Fransisco, CA 94103
(415) 861-7113

American Nurses Association
2420 Pershing Road
Kansas City, MO 64108
(816) 474-5720

American Orthopsychiatric
Association, Inc.
19 W. 44th Street
Suite 1616
New York, NY 10036
(212) 354-5770

Association for Childhood
Education International
11141 Georgia Avenue
Suite 200
Wheaton, MD 20902
(301) 942-2442

Association for the Care of
Children's Health
3615 Wisconsin Avenue, N.W.
Washington, DC 20016
(202) 244-1801

Association for Children and Adults
with Learning Disabilities, Inc.
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Association of Junior Leagues, Inc.
855 Third Avenue
New York, NY 10022
(212) 355-4380

Association for Supervision and
Curriculum Development
125 N. West Street
Alexandria, VA 22314-2798
(703) 549-9110

C. Henry Kempe National Center for
the Prevention and Treatment of
Child Abuse and Neglect
1205 Oneida Street
Denver, CO 80220
(303) 321-3963

California State Department of Education
Director, Child Development Division
560 J. Street, Suite 220
Sacramento, CA 95814
(916) 322-6248

California Professional Society on
the Abuse of Children
P.O. Box 34028
Los Angeles, CA 90034
(213)

Camp Fire, Inc.
4601 Madison Avenue
Kansas City, MO 64112-1278
(816) 756-1950

Center for Public Advocacy Research
12 W. 37th Street
New York, NY 10018
(212) 564-9220

Center on Budget and Policy Priorities
236 Massachusetts Avenue, N.E.
Suite 305
Washington, DC 20002
(202) 544-0591

Center on Social Welfare
Policy and Law
1029 Vermont Avenue, N.W.
Washington, DC 20005
(202) 347-5615

Chicago Association for the Education
of Young Children
410 South Michigan, Suite 41
Chicago, IL 60605
(312) 427-5399

Child Care Action Campaign
99 Hudson Street, Room 1233
New York, NY 10013
(212) 334-9595

Child Care Employee Project
P.O. Box 5603
Berkeley, CA 94705
(415) 653-9889

Child Care Workers Alliance
3602 4th Avenue South
Minneapolis, MN 55409
(612) 825-1167

Child Welfare League of America
440 First Street, N.W., Suite 310
Washington, DC 20001
(202) 638-2952

Childhelp, USA
6463 Independence Avenue
Woodland Hills, CA 91367
(818) 347-7280

Children's Foundation
815 15th Street, N.W., Suite 928
Washington, DC 20005
(202) 347-3300

Christian Schools International
3350 E. Paris Avenue, S.E.
P.O. Box 8709
Grand Rapids, MI 49518-8709
(616) 957-1070

Clearinghouse on Child Abuse and
Neglect Information
P.O. Box 1182
Washington, DC 20013
(703) 821-2086

Commonwealth of Massachusetts Department
of Education
Early Childhood Specialist
1385 Hancock Street
Quincy, MA 02169
(617) 770-7289

Commonwealth of Virginia Department
of Education
Kindergarten Supervisor
P.O. Box 6Q
Richmond, VA 23216
(804) 225-2662

Connecticut State Department
of Education
Early Childhood/Elementary Education
165 Capitol Avenue
Hartford, CT 06106
(203) 566-5582

Council for American Private Education
1625 Eye Street, N.W.,
Suite 1011
Washington, DC 20006
(202) 659-0016

Council for Early Childhood
Professional Recognition
1718 Connecticut Avenue, N.W.
Washington, DC 20005
(202) 265-9090

Council on Accreditation of Services
for Families and Children, Inc.
520 Eigth Avenue, Suite 7202-B
New York, NY 10018
(212) 714-9399

Division for Early Childhood,
Council for Exceptional Children
c/o Child Development Resource
P.O. Box 299
Lightfoot, VA 23090

Ecumenical Child Care Network
475 Riverside Drive, Room 572
New York, NY 10115
(212) 870-3342

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80295-0301
(303) 830-3600

Florida Department of Education
Administration of Early Childhood and
Elementary Education Section
Knott Building
Tallahasee, FL 32399
(904) 487-1636

Georgia Department of Education
Coordinator Early Childhood Education
1962 Twin Towers East
205 Butler Street, S.E.
Atlanta, GA 30334
(404) 652-2685

High Scope Educational
Research Foundation
600 N. River Street
Ypsilanti, MI 48198
(313) 485-2000

Idaho State Department of Education
Early Childhood
Boise, ID 83720
(208) 939-8676

Illinois Association for Supervision
and Curriculum Development
c/o Gayle Mindes
Roosevelt University
430 South Michigan
Chicago, IL 60605
(312) 341-3700

International Coalition Against
Violent Entertainment
Newsletter & International Office
P.O. Box 2157
Champaign, IL 61820
(217) 384-1920

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(302) 731-1600

Iowa Department of Public Instruction
Instruction and Curriculum Division,
Early Childhood
Grimes State Office Building
Des Moines, IA 50319
(515) 281-7844

Kansas Action for Children
701 Jackson, B-2
Box 463
Topeka, KS 66601
(913) 232-0550

Kentucky Department of Education
Early Childhood
1827 Capitol Tower Plaza
Frankfort, KY 40601
(502) 564-2672

League of Women Voters of the
United States
1730 M. Street, N.W.
Washington, DC 20036
(202) 429-1965

Maine Department of Educational and
Cultural Services
Early Elementary Education Consultant
DECS, State House Station #23
Augusta, ME 04333
(207) 289-5981

Maryland Department of Education and
Cultural Services
Specialist, Early Childhood Education
200 W. Baltimore St.
Baltimore, MD 21201-2595
(301) 333-2380

Michigan Association for the Education
of Young Children
Michigan AEYC State Office
2155 Jackson Road, Suite 300
Ann Arbor, MI 48103
(313) 662-7619

Michigan Association for Infant
Mental Health
Department of Psychology
129 Psychology Research Building
Michigan State University
East Lansing, MI 48824-1117
(517) 355-4599

Michigan Department of Education
Early Childhood Specialist
Box 30008
Lansing, MI 48909
(517) 373-8483

Minnesota Association for the Education
of Young Children
1821 University Avenue, Room 296-S
St. Paul, MN 55104
(612) 646-8689

Minnesota Early Childhood Teacher
Educators c/o Corinna Moncada,
Specialist Early Childhood Education
Minnesota Department of Education
Capitol Square
550 Cedar Street
St. Paul, MN 55101
(612) 296-4065

Minnesota State Department of Education
Specialist, Early Childhood Education
685 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-4065

National Association for Family
Day Care
P.O. Box 71268
Murray, UT 84107
(801) 268-9148

National Association for the Education
of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20006
(202) 232-8777 or (800) 424-2460

National Association for Sport and
Physical Education of the American
Alliance for Health, Physical
Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091
(703) 476-3436

National Association of Early Childhood
Specialists in State Departments
of Education
Contact NAEYC for a current address and
telephone number.

National Association of Elementary
School Principals
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

National Association of Pediatric
Nurse Associates and Practitioners
1000 Maplewood Drive, Suite 104
Maple Shade, NJ 08052-1931
(609) 667-1773

National Association of School
Nurses, Inc.
Lamplighter Lane
P.O. Box 1300
Scarborough, ME 04074
(207) 883-2117

National Association of School
Psychologists
1511 K. Street, N.W.
Suite 716
Washington, DC 20005
(202) 638-4750

National Association of Social
Workers, Inc.
7981 Eastern Avenue
Silver Spring, MD 20910
(301) 565-0333

National Black Child
Development Institute
1463 Rhode Island Avenue, N.W.
Washington, DC 20005
(202) 387-1281

National Center for Clinical
Infant Programs
733 15th Street, N.W.
Suite 912
Washington, DC 20005
(202) 347-0308

National Center for Education in
Maternal and Child Health
38th & R Streets, N.W.
Washington, DC 20057
(202) 625-8410

National Child Abuse Coalition
1125 15th Street, N.W.
Suite 300
Washington, DC 20005
(202) 293-7550

National Coalition for Campus Child
Care, Inc.
P.O. Box 43
Milwaukee, WI 53201
(516) 872-8581 or (212) 488-1345

National Coalition of Title I /
Chapter I Parents
1314 14th Street, N.W. #6
Washington, DC 20005
(202) 483-8822

National Coalition on
Television Violence
P.O. Box 2157
Champaign, IL 61820
(217) 384-1920

National Committee for Prevention
of Child Abuse
332 S. Michigan
Suite 950
Chicago, IL 60604
(312) 663-3520

National Conference on Catholic
Charities USA
1319 F Street, N.W.
Washington, DC 20004
(202) 639-8400

The National Congress of Parents and
Teachers (PTA)
700 N. Rush Street
Chicago, IL 60611
(202) 822-7878

National Council for the Social Studies
Salvatore J. Natoli, Director of
Publications
3501 Newark St., N.W.
Washington, D.C. 20016
(202) 966-7840

National Council of the Churches of
Christ in the USA
475 Riverside Drive
New York, NY 10115
(212) 870-3342

National Council of Jewish Women
15 E. 26th Street
New York, NY 10010
(212) 532-1740

National Council on Child Abuse and
Family Violence
6033 W. Century Blvd., Suite 400
Los Angeles, CA 90045
(213) 641-0311 or 1-800-222-2000

National Council of State Human
Service Administrators
1125 15th St., N.W.
Suite 300
Washington, DC 20005
(202) 293-7550

National Credentialing Program
1718 Connecticut Avenue, N.W.
Washington, DC 20009
(202) 265-9090 or (800) 424-4310

National Education Association
1201 16th Street, N.W.
Washington, DC 20036
(202) 822-7200

National Jewish Early Childhood Network
4501 Denlinger Road
Dayton, OH 45416
(513) 854-4014

National Exchange Club Foundation
for the Prevention of Child Abuse
3050 Central Avenue
Toledo, OH 43606

National Maternal and Child
Health Clearinghouse
38th & R. Streets, N.W.
Washington, DC 20057
(202) 625-8410

National Office Boy Scouts of America
1325 Walnut Hill Lane
Irving, TX 75038-3096
(214) 580-2270

Nebraska State Board of Education
c/o Nebraska Department of Education
Director Early Childhood Education
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2444

New Hampshire State Department
of Education
Director Early Childhood
General Instructional Services
State Office Park South
101 Pleasant Street
Concord, NH 03301
(603) 271-3453

New Jersey State Department of Education
225 West State Street
CN 500
Trenton, NJ 08625-0500
(609) 292-4469

New Mexico State Department of Education
Elementary and Early Childhood Specialist
Education Building
Santa Fe, NM 87501-2786
(505) 827-6634

New York State Education Department
Chief, Bureau of Child Development
and Parent Education
University of the State of New York
Albany, NY 12234
(518) 474-4947

North Carolina Department of
Public Instruction
Kindergarten Consultant
Raleigh, NC 27603-1712
(919) 733-3512

North Dakota Department of
Public Instruction
Early Childhood
State Capitol
Bismark, ND 58505-0164
(701) 224-2488
Ohio Division for Early Childhood
c/o Alice Christie, president
127 Carroll Hall
The University of Akron
Akron, OH 44325
(216) 375-7777

Oregon Association for the Education
of Young Children
P.O. Box 1455
Tualatin, OR 97062
(503) 692-1593

Oregon State Department of Education
Early Childhood Education
700 Pringle Parkway, S.E.
Salem, OR 97310-0290
(503) 373-7900

Parent Cooperative Preschools
International
U.S. Office
P.O. Box 90410
Indianapolis, IN 46290-0410
(703) 684-7540

Pittsburgh Association for the Education
of Young Children
205 Orchard Place
Pittsburgh, PA 15234
(412) 488-2752 or (412) 271-7401

Resources for Child Caring, Inc.
906 North Dale Street
St. Paul, MN 55103
(612) 488-7284

Small School Districts Connecticut
Association of School Administrators
c/o Nicolas D'Augostino
64 St. James Street
West Hartford, CN 06119
(203) 236-8640

Society for Research in Child Development
Washington Liason Office
100 North Carolina Ave. S.E.,
Suite 1
Washington, DC 20003
(202) 543-9582

Southern Association on Children
Under Six
P.O. Box 5403, Brady Station
Little Rock, AR 72215
(501) 227-6404

Sponsor's Forum
Food Research and Action Center
1319 F. Street, N.W., Suite 500
Washington, DC 20004
(202) 393-5060

Texas Education Agency
Director of Programs Prekindergarten/
Kindergarten Education
1701 North Congress Avenue
Austin, TX 78701-1494

United Church of Christ
Office for Church in Society
110 Maryland Ave, N.E.
Washington, DC 20002
(202) 543-1517

United Methodist Church
General Board of Church and Society
Director, Department of Human Welfare
100 Maryland Avenue, N.E.
Washington, DC 20002-5664
(202) 488-5600

USA Toy Library Association
104 Wilmot Road
Suite 201
Deerfield, IL 60015-5195
(312) 940-8800

Utah State Office of Education
Curriculum Development Coordinator
Early Childhood Education
250 East 5th South Street
Salt Lake City, UT 84111
(801) 533-5572

Washington Association for the Education
of Young Children
P.O. Box 70401
Seattle, WA 98107
(206) 324-4847

Washington Association for Educators
of Personnel in Early Childhood
Programs
c/o Jackie Stenger, Home and
Family Life
Bates Vocational Technical Institute
1101 South Yakima Ave.
Tacoma, WA 98405
(206) 596-1500

Washington Campus Child Care Coalition
c/o Maureen Thompson, board member
Belleview Community College
P.O. Box 92700
Belleview, WA 98009-2037
(206) 641-2240

West Virginia Network for Young Children
C/O Jo Cleek
Glenville State College
Glenville, W.V. 26351
(304) 462-7361

World Organization for Early Childhood
Education of the United States
P.O. Box 931
Fresco, CA 93714
(209) 224-0924

Wyoming State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-7673

Appendix C
ADDITIONAL STATEMENTS OF INTEREST

American Academy of Child and Adolescent Psychiatry

- The Placement of American Indian Children - the Need for Change (1975)

American Association for Gifted Children

- Brochure describing the goals of AAGC and calling for more comprehensive school programs for gifted children.

American Bar Association

- Resolution supporting Federal requirements for job-protected parental leave (1987)
- Resolution supporting adequate child support (1987)
- Resolution approving "Guidelines for the Fair Treatment of Child Witnesses in Cases Where Child Abuse is Alleged" (1985)
- Resolution opposing the use of corporal punishment in institutions where children are educated or cared for (1985)
- Resolution supporting the increased availability of child resources (1985)
- Resolution supporting the availability of special remediation and rehabilitation services for learning disabled children (1983)
- Resolution calling for improved handling of cases involving abused and neglected children and those in foster care (1981)

American Nurses Association, Division on Maternal and Child Health Nursing Practice

- A Call For Action On Behalf of Children (1980)

The American Orthopsychiatric Association, Inc.

- Resolution on Corporal Punishment and Punitive Discipline (1985)

Association for the Care of Children's Health

- Statement of Policy for the Care of Children and Families in Health Care Settings (July, 1977)

Catholic Charities USA

- Legislative Program for the 100th Congress: Family, Youth and Children
- Policy Statement on Family (1977)
- Policy Statement on Day Care As Part of a Policy On Family Life and Child Care (1976)

Child Care Employee Project

- Testimony before the Senate Subcommittee on Children, Families, Drugs and Alcoholism Hearings on Child Care (1987)

Child Care Worker's Alliance

- Woman to Woman: an Open Letter to the Community (no date)
- Statement advocating for higher status and benefits for child care workers.

Connecticut Association for the Education of Young Children

- Position Statement: Child Care Subsidies (1987)

Florida Department of Education, State Advising Council on Early Childhood Education

- Proposed Criteria for Prekindergarten
- Programs for Three and Four-Year Old Children (1987)

International Reading Association

- Resolution: Selection of Instructional Materials (April, 1986)
- Resolution: Misuse of Grade Equivalents (April, 1981)
- Resolution: Minimum Competencies (April, 1979)

Iowa Prekindergarten/Kindergarten Task Force

- Iowa Prekindergarten/Kindergarten Task Force Report (May, 1987)

Michigan Association for Infant Mental Health

- Policy Statement on Social Issues (1981)

National Association of Elementary School Principals

- Press Conference on Developmentally Appropriate Education for Preschoolers (1986)

National Association of Pediatric Nurse Associates and Practitioners

- Policy Statement on Child Abuse/Neglect (November, 1986)

National Association of Social Workers

- Adoption and Foster Care (1979)

National Black Child Development Institute

- Policy Statements on Child Welfare, Special Education, and Child Care (no date)

National Committee for Prevention of Child Abuse

- Resolution: Violence in the Media (1984, rev. 1985)

National Education Association

- Position Statements/Resolutions that address children's Issues (no date)
- Statements addressing health, education and family issues (no date)

National PTA

- Position Statement: Parent Involvement: Individuals and Organizational Rights and Responsibilities in the Education of Children (1986)
- Position Statement: School-Age (latchkey) Child Care Programs and Child Care Facilities for Pre-school Children (1985)
- Position Statement: Support of Public Education (1983)
- Position Statement: Special Supplemental Food Program for Women, Infants, and Children (1983)
- Position Statement: Rights of Privacy of Students and Parents (1974, rev. 1981)
- Position Statement: Teacher Preparation and Staff Development (1977, rev. 1981)

Parent Cooperative Preschools International

- Credo of Parent Cooperative Preschools International (1960, adopted 1975)

United Methodist Church, The General Board of Church and Society

- Statement on Medical Rights for Children and Youth (1976)

LISTING OF POSITION PAPERS BY ORGANIZATION*

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* current as of December, 1988; refers only to position papers, written post 1980, related to the health, education, and welfare of young children.

Action for Child Protection

no position papers

Action for Children's Television

no position papers

AFL-CIO Executive Council

Position paper:

- * Work and Family: Essentials of a Decent Life. Who is Really "Pro-family"?

American Academy of Child and Adolescent Psychiatry

Position papers:

- * Statement on Protection of Children Undergoing Abuse Investigations and Testimony

American Academy of Pediatrics

Position papers:

- * Reducing the Toll of Injuries in Childhood Requires Support for a Focused Research Effort
- * Screening for Developmental Disabilities
- * The Pediatrician's Role in Promoting the Health of a Patient in Child Care
- * Health Guidelines for the Attendance in Day Care and Foster Care Settings of Children Infected with HIV
- * Provision of Related Services for Children with Chronic Disabilities
- * Principles of Child Health Care Financing
- * Children, Adolescents, and Television
- * The Pediatrician's Role in Discipline
- * The Mother Working Outside the Home

American Association for Gifted Children

no position papers

American Association of University Women

no position paper

American Bar Association National Legal Resource Center for Child Advocacy and Protection

no position papers

American Home Economics Association

no position papers

American Humane Association, The

no position papers

American Montessori International, United States of America

no position papers

American Nurses Association

no position papers

American Orthopsychiatric Association, Inc., The

Position papers:
* Education at the Crossroads: A Call for Educational Reform That Makes a Difference

Association for Childhood Education International

Position papers:
* On Families and the Re-Valuing of Childhood
* Preparation of Early Childhood Teachers
* The Banning of Corporal Punishment
* The Child-Centered Kindergarten
* Play: A Necessity for All Children
* The Right to Quality Child Care

Association for the Care of Children's Health

Position papers:
* The Care of Children with Chronic Conditions and Developmental Disabilities and Their Families
* On Critical Care for Children
* On Ambulatory Care for Children and their Families
* Child Life Position Statement
* On the Care of Infants in Health Care Settings

Association for Children and Adults with Learning Disabilities, Inc.

Position papers:
* Learning Disabilities and the Preschool Child
* Statement on Alcohol During Pregnancy
* Statement on Smoking During Pregnancy

Association for Young Children Europe

no position papers

Association of Junior Leagues, Inc.

no position papers

Association for Supervision and Curriculum Development

no position papers

C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect

no position papers

California State Department of Education

no position papers

California Association for the Education of Young Children

no position papers

California Professional Society on the Abuse of Children (CAPSAC)

no position papers

Camp Fire, Inc.

no position papers

Center for Public Advocacy Research

no position papers

Center on Budget and Policy Priorities

no position papers

Center on Social Welfare Policy and Law

no position papers

Chicago Association for the Education of Young Children

Position paper:
- * Kindergarten - What Should Be

Child Care Action Campaign

Position paper:
- * Quality Child Care and Our Nation's Future

Child Care Employee Project

no position papers

Child Care Workers Alliance

no position papers

Child Welfare League of America (CWLA)

no position papers

Childhelp, USA

no position papers

Children's Foundation, The

no position papers

Christian Schools International

no position papers

Clearinghouse on Child Abuse and Neglect Information

no position papers

Commonwealth of Virginia Department of Education

no position papers

Connecticut Association for the Education of Young Children

Position paper:
- Educational Programming For Five-Year-Olds

Connecticut State Department of Education

Position paper:
- Early Childhood Education: A Position Paper

Council for American Private Education

no position papers

Council for Early Childhood Professional Recognition

no position papers

Council on Accreditation of Services for Families and Children, Inc.

no position papers

Delaware Association for the Education of Young Children

no position papers

Division for Early Childhood, Council for Exceptional Children

Position papers:
- The Future of Outreach
- Position Statements and Recommendations of the Division for Early Childhood Relating to PL 99-457 and Other Federal and State Early Childhood Policies

Ecumenical Childcare Network, National Council of Churches

Position paper:
- Policy Statement on Child Day Care

Education Commission of the States

no position papers

The Florida Association on Children Under Six

Position paper:
- Developmentally Appropriate Programs for Young Children Ages 2-5.

Florida Department of Education

no position papers

Georgia Association for the Education of Young Children

no position papers

Georgia Department of Education

no position papers

Greater Kansas City Association for the Education of Young Children

Position paper:
- The Positive Socialization of Children

High Scope Educational Research Foundation

no position papers

Idaho State Department of Education

no position papers

Illinois Association for the Education of Young Children

no position papers

Illinois Association for Supervision and Curriculum Development

Position paper:
- Early Childhood Screening and Assessment

Indiana Association for the Education of Young Children

no position papers

International Coalition Against Violent Entertainment

no position papers

International Reading Association

Position papers:
- Literacy Development and Pre-first Grade
- Reading and Writing in Early Childhood

Iowa Association for the Education of Young Children

Position paper:
- Developmentally Appropriate Educational Programs for Four and Five-Year-Olds in the Public Schools

Iowa Department of Public Instruction

no position papers

Kentucky Association on Children Under Six

Position paper:
- Kindergarten Programs in Kentucky

Kansas Action for Children

no position papers

Kansas Association for the Education of Young Children

no position papers

Kentucky Department of Education

no position papers

Louisiana Association on Children Under Six

Position papers:
- Kindergartens in Louisiana
- Day Care Licensing

League of Women Voters of the United States

no position papers

Maine Association for the Education of Young Children

no position papers

Maine Department of Educational and Cultural Services

no position papers

Maryland Association for the Education of Young Children

no position papers

Maryland State Department of Education

Position paper:
* Response to Entry Age Report

Massachusetts Association for the Education of Young Children

no position papers

Massachusetts Department of Education

no position papers

The Michigan Association for the Education of Young Children

Position paper:
* School Entry Programs

Michigan Association for Infant Mental Health

Position paper:
* Infants with Employed Parents: Recommendations for Support

Michigan Department of Education

no position papers

Minnesota Association for the Education of Young Children

Position paper:
* Developmentally Appropriate Guidance of Young Children
* Licensing Exemptions and Exclusions for Child Development Program

Minnesota Early Childhood Teacher Educators

Position paper:
- Kindergarten Excellence: Developmentally Appropriate All Day, Daily Kindergarten

Minnesota State Department of Education

no position papers

Mississippi Association on Children Under Six

no position papers

Missouri Association for the Education of Young Children

Position paper:
- Licensing: The Position of the Governing Board

Montana Association for the Education of Young Children

no position papers

National Association for Family Day Care

no position papers

National Association for the Education of Young Children

Position papers:
- Developmentally Appropriate Practice in the Primary Grades Serving Five Through Eight-Year-Olds
- Developmentally Appropriate Practice in Programs for Four and Five-Year-Olds
- Guidelines for Developing Legislation Creating or Expanding Programs for Young Children
- The Liability Insurance Crisis
- Nomenclature, Salaries, Benefits, and the Status of the Early Childhood Profession
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth to Age Eight
- Standardized Testing and Young Children, Three through Eight Years-of-Age
- Prevention of Child Sexual Abuse in Early Childhood Programs
- Licensing and Other Forms of Regulation of Early Childhood Programs in Centers and Family Day Care
- Quality, Compensation, and Affordability of Early Childhood Programs
- Early Childhood Teacher Education Guidelines for Four and Five-Year Programs

National Association for Sport and Physical Education of the American Alliance for Health, Physical Education, Recreation, and Dance

Position paper:

- Movement Programs for Young Children

National Association of Early Childhood Specialists in State Departments of Education

Position paper:

- Unacceptable Trends in Kindergarten Entry and Placement

National Association of Elementary School Principals

no position papers

National Association of Pediatric Nurse Associates and Practitioners (NAPNAP)

no position papers

National Association of School Nurses, Inc.

no position papers

National Association of School Psychologists

Position paper:

- Advocacy for Appropriate Educational Services for All Children

National Association of Social Workers, Inc.

Position papers:

- Family Policy
- Corporal Punishment of Children in Schools and Custodial Settings

National Black Child Development Institute

no position papers

National Center for Clinical Infant Programs

Position papers:

- Infancy in the 80's: Social Policy and the Earliest Years of Life
- Who Will Mind the Babies?
- Infants Can't Wait
- Evaluating Service Programs for Infants, Toddlers, and their Families

National Center for Education in Maternal and Child Health

no position papers

National Child Abuse Coalition

no position papers

National Coalition for Campus Child Care, Inc.

no position papers

National Coalition of Title I Chapter I Parents

Position paper:
- Reauthorization of Chapter I

National Coalition on Television Violence

no position papers

National Committee for Prevention of Child Abuse

no position papers

National Conference on Catholic Charities U.S.A.

no position papers

National Congress of Parents and Teachers (PTA)

Position papers:
- School Age (Latch Key) Child Care Programs and Child Care Facilities for Preschool Children
- Parent Involvement: Individual and Organizational Rights and Responsibilities in the Education of Children
- Support of Public Education

National Council for the Social Studies

Position paper:
- Social Studies for Early Childhood and Elementary School Children Preparing for the 21st Century

National Council of Churches of Christ in the U.S.A

Position paper:
- See Ecumenical Child Care Network

National Council of Jewish Women

no position papers

National Council on Child Abuse and Family Violence

no position papers

National Council of State Human Service Administrators

Position paper:
- Investing in Poor Families and their Children

National Credentialing Program (CDA)

no position papers

National Education Association

no position papers

National Exchange Club Foundation for the Prevention of Child Abuse, The

no position papers

National Jewish Early Childhood Network

no position papers

National Maternal and Child Health Clearinghouse

no position papers

National Office Boy Scouts of America

no position papers

Nebraska Association for the Education of Young Children (NEAEYC)

no position papers

Nebraska State Board of Education

Position paper:
- Kindergarten

New Hampshire State Department of Education

no position papers

New Jersey Association for the Education of Young Children

no position papers

New Jersey Department of Education

no position papers

New Mexico Association for the Education of Young Children

no position papers

New Mexico State Department of Education

no position papers

New York State Education Department

no position papers

North Carolina Department of Public Instruction

no position papers

North Dakota Association for the Education of Young Children

no position papers

North Dakota Department of Public Instruction

no position papers

Ohio Association for the Education for Young Children

Position paper:
- Child Care Licensing and Family Day Care Regulation

Ohio Division for Early Childhood, Division of Early Childhood, Council for Exceptional Children

Position papers:
- Ohio's Young Handicapped Children: Where Are They?
- Least Restrictive Environment for Young Children with Handicaps

Oklahoma Association on Children Under Six

Position paper:
- Kindergarten Education

Oregon Association for the Education of Young Children

Position paper:
- Support for an Early Childhood Endorsement on the Oregon Teaching Certificate

Oregon State Department of Education

Position paper:
- Kindergarten Issues

Parent Cooperative Preschools International

no position papers

Pittsburgh Association for the Education of Young Children

Position paper:
- Professional Salaries in Early Childhood Education

Resources for Child Caring, Inc.

no position papers

Small School Districts Connecticut Association of School Administrators

Position paper:
- Full Day Kindergarten

Society for Research in Child Development

no position papers

South Dakota Association for the Education of Young Children

no position papers

South Florida Association for the Education of Young Children

no position papers

Southern Association on Children Under Six

Position papers:
- Developmentally Appropriate Educational Experiences for Kindergarten
- Quality Four-Year-Old Programs in Public Schools
- Position Paper on Supporting Parents
- Quality Child Care
- Multicultural Education

Sponsor's Forum, Food Research and Action Center

Position paper:
- Condition of Child Care in the U.S. in 1984: The New Reality vs. the Old Status

St. Louis Association for the Education of Young Children and Southwestern Illinois Association for the Education of Young Children

Position paper:
- Kindergarten Education

Tennessee Association for the Education of Young Children

no position papers

Texas Association for the Education of Young Children

Position paper:
- Developmentally Appropriate Kindergarten Reading Programs

Texas Education Agency

no position papers

United Church of Christ

Position paper:
* General Synod 16. A Pronouncement Fulfilling God's Covenant with All Children

United Methodist Church, The General Board of Church and Society

Position papers:
* Supportive Policies for Families with Children
* Dependent Care

U.S.A. Toy Library Association

no position papers

Utah Association for the Education of Young Children

no position papers

Utah State Office of Education

no position papers

Virginia Association for Early Childhood Education

Position papers:
* The Primary Years in Virginia
* Child Abuse in Virginia
* Kindergartens in Virginia
* Mass Media
* Professional Development in Virginia
* School Age Child Care in Virginia
* Programs for Four-Year-Olds in Virginia

Washington Association for the Education of Young Children

Position paper:
* Corporal Punishment

Washington Association for Educators of Personnel in Early Childhood Programs (WAEPECP)

Position paper:
* The Preparation and Certification of Early Childhood Personnel

Washington Campus Child Care Coalition

no position papers

West Virginia Association for Young Children

- Developmentally Appropriate Programs for Four-Year-Olds
- Developmentally Appropriate Kindergartens

West Virginia Network for Young Children

no position papers

World Organization for Early Childhood Education of the United States

no position papers

Wyoming State Department of Education

Position paper:

- P.L. 99-457 Education of the Handicapped Act, Amendment of 1986

Wyoming Early Childhood Association

no position papers